

National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

JUNE

15 CENTS



This Issue Contains

HOME GUIDANCE IN
SPIRITUAL GROWTH

Leland Foster Wood

KEEPING THEM WELL IN
WARTIME

Lee Forrest Hill, M.D.

CHECKING UP ON CHILD
LABOR

Gertrude Folks Zimand

A MAN'S REACH . . .

Bonaro W. Overstreet

NPT QUIZ PROGRAM

FEDERAL AID FOR
EDUCATION NOW

Willard E. Givens

THE WARTIME FEARS
OF CHILDREN

Margaret W. Gerard, M.D.

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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MEMBER OF THE





MRS. WILLIAM A. HASTINGS

PRESIDENT, NATIONAL CONGRESS OF PARENTS AND TEACHERS

The President's Message

The Road Forks Here

WHEN the war began, we said: "The National Congress of Parents and Teachers believes that there is no time quite so important for focusing attention on the needs of children as the time when the nation is involved in a great emergency. . . . The greatest safeguard for tomorrow is the preservation of the physical, mental, and emotional stability of our present generation of children."

If we are truly possessed by this idea, we shall see what needs to be done, and do it; we shall put first things first in our lives; we shall fight the enemies on the home front with the same self-sacrifice, devotion, and vigor that our sons and brothers and husbands are using against our enemies on the fighting fronts. We shall realize the interdependence of the generations; we shall know beyond peradventure of a doubt that the greatest task of each generation is to rear and train the one that follows for the work it has to do.

YOUNG people have strengths and they have weaknesses. They have courage, searching minds, idealism, and a desire to match their prowess against hardship. But they lack experience; their background is necessarily limited; and their courage may become recklessness if wise adult guidance is lacking. Unless we who are older can give them the sort of home and community environment that will develop their strengths and protect them from their weaknesses, we shall have failed them in their hour of greatest need.

Parent-teacher work is not haphazard "busy work." A new world is coming into being, and we have the rather awe-inspiring opportunity of helping to shape it. We are living at one of the most crucial times in all history. Civilization can go backward as well as forward. We have come to the fork in the road. Whether we take the backward trail or the shining road ahead to liberty and world brotherhood will depend largely upon the clearness of our vision today. As we move on together in our chosen way, continuing our steadfast pursuit of all that makes for the welfare and happiness of children and youth, let us strive to hold our vision clear. Let us keep our eyes turned toward the future, that through our experience of the past we may know it for what it is—our hope, our glory, and our unparalleled opportunity to serve our country's youth.

Myrinetta A. Hastings

President,

National Congress of Parents and Teachers



Home Guidance in *Spiritual* Growth



© H. Armstrong Roberts

THE spiritual training of children is harder than usual today, because the world is so full of hatred and fear. But it is also more necessary than usual. If we are ever to work our way out of the valley of the shadow of disaster, we shall have to win the wholehearted allegiance of the whole human race to the ideals of love and brotherhood. The materialistic view of life and the arrogant claim of racial superiority are tragic in themselves and lead to limitless disaster. We must have a victory of the spirit if we are to save even our material civilization.

Spiritual growth can take place only in the atmosphere engendered by cultivated minds and hearts—the atmosphere in which people hold dear the spiritual inheritance they have received. The child, by participation in the life of the family, takes over unconsciously the faith, the appreciations, and the love of God and man that are characteristic of his home. When his parents live for something great and inspiring, their dedication to the highest they know has a profound and lasting influence upon their children.

An outstanding fact about spiritual training is

that it cannot be carried out in isolation from the rest of life. It is most effective when it is part of the family's pattern of living; when it comes to expression in the family's kindly points of view, in its constructive attitudes toward work and community service, and in its way of meeting difficulties with courage and kindness. It appears in the family's way of talking things over democrati-

WAS there ever a time when our children so needed our help in their spiritual growth as they need it today? Probably not; for today, in addition to other obstacles, they must contend with the violent material forces of war. Small wonder that they are apt to find themselves confused and uncertain! Only as we, their parents and their teachers, discover firm spiritual ground for ourselves can we hope to lift our boys and girls to a high level of spiritual safety and confidence.

LELAND FOSTER WOOD

cally; in its meeting differences and difficulties unselfishly; in its planning to spend money on a basis of fairness to all; in its living for the greater goods rather than the lesser ones. These values in the everyday life of the family give a long start in the process of spiritual training and provide a solid foundation for the more specific religious instruction to be given later.

We all know the weakness of any teaching that is merely conveyed in words and not backed up by daily example. What we are talking about, however, is more than example; it is example plus the contagion of ideals and enthusiasms which, through the daily lives of the parents, can become intimate and winsome parts of family experience.

The Approach to God

WHAT SHALL I teach my child about God?" is a question we frequently hear. Some people, impressed by the fact that if we are to get anything over to children we must put it into actions and not merely into words, have expressed doubt as to whether it is wise to talk to little children about God. This is a case of galloping off on a half truth, however. If we expect children to think of God as an important factor in our lives, or rather as the One in whom we live and move and have our being, we must not try to keep Him veiled by a screen of silence during the early years of their lives. A home in which spiritual training is neglected is by its daily program saying to the child that religion is a frill rather than a necessity.

Talking about God to children is almost inevitable, because any child will ask questions that can hardly be answered sincerely without bringing God into the conversation. A man whose seven-year-old grandson had been asking him many questions was driven one day to a point where he had to say, "God is so great and so wonderful that we cannot understand all about Him, but your question is an important one, and sometime perhaps we shall be able to answer it." The little fellow seemed satisfied, but the next day he surprised his grandfather by saying, "Grandfather, do you know more about God than you did yesterday?"

Family life itself is an approach to the understanding of God, for God is love. God is in father-love and mother-love. The child can be taught that God is like good parents, only better, and that God is in all things beautiful and good. Thus he will think and feel his way into a conception of God

that is formed on right lines and can grow as he grows. But for this it is important that his parents too should be growing and should have a growing knowledge of God.

"Happy is the family
Whose domestic ties
Are bound together in God;

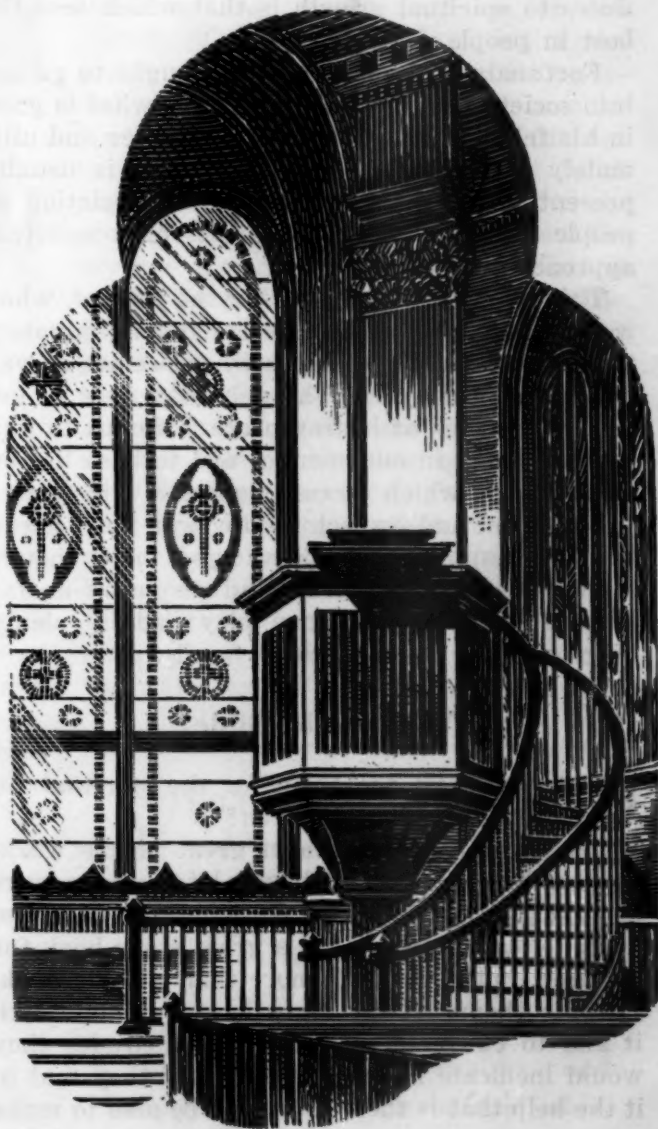
For God is love
And family love is of God
And love binds together
The family of God on earth;

And where a mother heart is
God is revealed in the midst
And where a father's love is known
It is easy to know the love of the Eternal."

Finding God in Man

MY CHILD is afraid of people; what can I do about it?"

"My child is always fighting; what can I do to stop him?"



"Our children play at war games; what can we do about this?"

Indispensable in spiritual development is an attitude of love and confidence toward people. Parents should prevent in themselves and in their children, as far as possible, the development of habits and attitudes based on fear or antagonism. These negative and destructive attitudes have a large role in the formation of undeveloped and unwholesome personalities. They will not get far into the personality of a child if the parents themselves pitch their lives on a plane of love and confidence.

It is a good thing to teach children to look on the brighter side of personalities as well as of events. By concentrating on the dark things we could gain a dismal view of life, but by centering our attention on the constructive and hopeful possibilities we obtain strength to go on and to bring to pass the good in which we believe. If we centered our attention on faults and evils in people, we could easily develop attitudes of aversion and fear. The point of view that conduces to spiritual growth is that which sees the best in people.

Fortunate is the child who is taught to go out into society with an appreciation of what is good in his fellows. This attitude will temper and ultimately overcome the pugnacity that is usually present in childhood. A genuine appreciation of people is one of the finest fruits of a spiritual approach to life.

This is particularly necessary at present, when we are tempted to lump together indiscriminately the nations and peoples with whom we are at war and to call them evil. The only way ever to get on a solid basis of lasting peace is for us to find the good even in our enemies and to base life on the things in which we can cooperate with justice and with mutual respect. As for war play, it can hardly be suppressed while war goes on. It should, however, be supplemented and displaced as far as possible by constructive play and by plenty of good times for the whole family.

What of the Bible?

HOW CAN I use the Bible for the spiritual development of my children?"

The Bible is a book about great people working out their spiritual problems, learning the ways of God and learning how to bring the best into human relationships. It is a great story book for children, but it is much more than a story book. Parents themselves need to be acquainted with it and to cultivate toward it the attitudes they would inculcate in their children. If they find in it the help that is there, they will be able to make

this book a resource for countless family needs.

Two effective ways of getting the Bible into the lives of our children are available. One is to read it and talk about it with respect, insight, and good sense. Children's Bibles and story Bibles help here. The other way is to live by its principles, its insights, and its inspirations. Do not allow yourself in ignorance of the contents of the greatest book in the world to pass on some merely conventional view, either of approval or of criticism. The Bible is a part of the spiritual heritage of every American child.

Spiritual Growth Through Prayer

SHALL I teach my child that God will answer his prayers?"

Prayer should not be given to a child as a device for getting God to do special favors, but as a means of getting himself into harmony with God and with people. The prayer life of children usually centers around things close at hand, but the very essence of prayer is to see life from the standpoint of God, whose love is over all and who stands for justice for all. Children do not need to understand all about prayer; indeed, they cannot. But they do need in their daily lives the strength and steadfastness that come from feeling that a great Friend is with them to help them to be their best. A boy and his foster mother were working together one day in the kitchen, preparing the boy's favorite dessert. In the course of conversation the boy came out with this idea: "You ought to be able to pray to God any time of the day, and not just when you are going to bed at night." The mother explained that we can find God's presence and help in every situation, particularly in our times of need. Several days later the boy spoke up and said, "I've been praying to God in school and in games. When I play ball I shut my eyes for a minute and ask God to help me hit the ball." Feeling God's presence is one way of gaining a great security in the midst of the insecurities of life.

"Should not children be taught obedience?"

Gradually the growing child passes from the need of being guided and directed to a situation in which self-direction is in order. Many times along this course he needs to obey, but the main purpose is to enable him as rapidly as possible to outgrow the need of being told what to do. He can be helped to decide things for himself through practice. Gradually he should be trained to be guided by conscience, by understanding, and by loyal dedication to the common good. Such an attitude prepares him to live wholesomely in the home, the play group, the school, the church, and the community.



Keeping Them Well in *Wartime*

THE most serious threats to the physical and mental health of children in wartime arise out of dislocations within the family unit. Fathers or other male members in large numbers of families are absent in military service; mothers are employed in industry, leaving the children to be cared for in day nurseries or by an older child; and many families migrate to defense and industrial areas where health facilities are inadequate, increasing the congestion already present. To these difficulties must be added food rationing, shortage of physicians and nurses, and shortage of health facilities.

Under such conditions, does it necessarily follow that the steady progress we have made in raising our standard of child health during the last half century must come to a halt or even recede during the war years? That this may possibly be one of the costs we shall have to pay for final victory cannot be denied. On the other hand, it is conceivable and probable that American parents, when brought face to face with hard reality, will act as never before to safeguard the health of their children.

LEE FORREST HILL, M.D.

The principles that will enable them to do so have been preached from the housetops by such organizations as the National Congress of Parents and Teachers for many years.

The purpose of this article is to emphasize some of the more important health objectives parents should have in mind if they are to accept, under war conditions, a greater individual responsibility for the maintenance and improvement of the physical and mental health of their children. What is said in the following paragraphs has particular reference to the preschool child.

Mealtime Morale

OF FOREMOST consideration is nutrition. Here, so far as the preschool age is concerned, two points come up for discussion. The first has to do with the adequacy of the diet to meet the child's physiological needs, and the second involves the problem of getting children of this age to eat what they are supposed to eat. With regard to point number one, it may be recalled that much has been said about the average American diet being deficient in many essentials. Undoubtedly this is true, for the American people as a rule have purchased their food not according to their physiological needs but according to their economic status and the caprices of appetite. Now, under war conditions, with food shortages occurring everywhere and with food rationing in effect, there is every reason to believe that food purchases will be made with considerably more attention to nutritional needs. If this is a true prediction, one of the benefits arising out of the war may be a much better nourished

WHILE the doctor's away, Mother and Father must fill the breach! In this well-timed article an experienced physician demonstrates that parents can, if they will, meet most ordinary health problems with wisdom and adequacy, keeping both themselves and their children healthy and happy throughout the national crisis.

people than this nation has ever known before.

Although the foods that are essential to an adequate diet have been widely publicized, it may be well to mention them again. First of all in importance are the so-called protective foods. They provide the proteins, minerals, and vitamins necessary for growth and other vital bodily functions. In terms of the daily needs of the average preschool child, they may be listed as follows: a pint to a quart of milk, with cheese supplements; half a cup to a cup of green or yellow vegetable, which may be divided between the noon and the evening meal; one to two eggs; fruits and fruit sauces, including one citrus fruit for Vitamin C content; a serving of meat (which may include muscle or glandular organs), fish, or fowl; a serving of whole grain cereal or one or two slices of whole wheat bread; butter or butter substitute with Vitamin A supplement; and one teaspoon of cod liver oil or its equivalent in Vitamin A and D content. To meet the demands of appetite and to supply additional calories for energy, the aforementioned foods may be supplemented with potatoes, cereals, breadstuffs, and desserts, but care should be taken that these are not allowed to replace the essential protective foods.

But what about the child who "won't eat"? This is such a common complaint with children of preschool age as to be almost the rule rather than the exception, and the explanation is not difficult to find. The appetites of children vary directly with the particular growth period. For example, during the first year and a half of life and again during puberty and adolescence the child's growth is rapid, and any well child eats voraciously during these periods.

The preschool age period, on the other hand, is a period of relatively slow growth. During infancy and certain years of adolescence the yearly weight increase may be as much as fifteen pounds, whereas the average preschool child gains only four or five pounds per year. This slower rate of growth actually requires less food. Realization of this simple fact will save parents much needless worry, and certainly the children will be happier when mealtime ceases to bring on a contest of wills. The situation is most satisfactorily handled by teaching children to feed themselves as soon as they indicate the desire and ability to

do so. This usually occurs at one and a half or two years of age, and from then on the matter of satisfying their hunger may be left entirely up to them.

Prevention Is Prudent

ANOTHER problem of immense current importance is that of disease prevention for the preschool child. Now more than ever before, it is imperative that parents be alert to the importance of having their children receive protective inoculations against those diseases for which such measures are available. It is no economy of the time of physicians, nurses, or hospitals to require them to care for a communicable disease that could readily have been prevented. Immunization against smallpox and diphtheria are "must" procedures, which should be completed by the time the child reaches his first birthday. Present evidence indicates that whooping cough protection, too, is effective, although not to the same degree as that of smallpox and diphtheria.

Now tetanus, or lockjaw, has been added to the list of diseases for which a reliable active immunity has been developed. Two or three injections of tetanus toxoid establish a basic immunity, and once this has been accomplished all that is necessary subsequently when an injury is sustained is to give a "booster" or stimulating dose of toxoid. The protection secured is superior to that obtained by injections of antitoxin. It is worth noting that all the military personnel of most of the armies of the world depend upon tetanus toxoid immunization for protection against lockjaw.

Preventive materials are also available for immunization against both scarlet fever and typhoid fever. Their use, however, is not routine like that of the others and should depend upon the advice of the local physician.

Too, there are means available for prevention or modification of measles in children who have been exposed. No method exists for producing permanent active immunity to this disease, but, for children who have been exposed, injections of convalescent measles serum, parents' whole blood or serum, or immune globulin may be employed either to prevent or to lighten the attack, depending upon the time in the incubation period when the injection is given. Since measles is not infrequently attended by serious complications, it is most desirable that parents be alert to the possibility of protecting exposed children.

Preschool children are particularly vulnerable to communicable diseases, including the common cold and influenza. Inherited immunity has been lost, and sufficient time has not yet elapsed for building up protective substances within the body.





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It is not possible here to describe the symptoms of each of the communicable diseases that commonly occur during this age period. However, while the shortage of physicians is with us, parents would do well to familiarize themselves with the symptoms of such diseases as measles, chickenpox, mumps, scarlet fever, whooping cough, the common cold, and influenza. Sound information may permit earlier isolation of the ill child, thereby preventing the spread of his disease to other children, and an intelligent telephone description of the symptoms to the physician may save time for him without jeopardizing the health of the child.

Serenity from Self-Dependence

THE MENTAL HEALTH of the preschool child is today a matter of serious concern. Even at this age emotional upsets due to war conditions may arise. True, we have had no bombs dropping over here, but many of our children know anxiety associated with a father or other loved one who is in active military service. Talk of war over the radio, in the newspaper, at the movies, and within the family threatens the emotional security of many children. Probably the most important single factor bearing upon the mental health of children in war is the attitude of the parents.

But in addition to being careful to exhibit an exemplary attitude before children during the war years, parents have another responsibility, equally important. This involves the teaching of health habits that will equip the children of today to stand up under the strains of the fast-moving

world of tomorrow. In general, parents should aim to establish during the preschool years the health habits that create self-dependence. Infantile behavior that requires intervention on the part of the parents ought to be left behind as rapidly as the growing child demonstrates that he is ready for more mature behavior. Reference has already been made to the importance of the child's assuming full responsibility for feeding himself. By the age of two most children are manifesting an interest in dressing and undressing themselves. This should be developed, even though mothers can get the job done much faster by doing it themselves. Similarly, preschool children should be taught to manage their own toilet habits, to bathe themselves, to put away their playthings in a properly designated place, to hang up their clothes on hooks so placed that they come within the child's reach, and, finally (particularly between the ages of three and five), to play frequently with other children. The importance of establishing health habits of this sort during the preschool years will be appreciated when the child changes from the environment of his home to that of the school. Children whose habits have been well established will make the change without difficulty.

In summary, then, let us say that during the war years parental responsibility for maintaining and improving the physical and mental fitness of children is greater than ever before, and that special attention should be paid to nutrition, protective inoculations, periodic health appraisals, and the inculcation of those health habits which best meet the needs of the developing child.

CHECKING UP ON CHILD LABOR

SOME of the facts about child labor in the United States today are not pretty. But they are facts that every parent and every teacher must know if American children and American education are to be safeguarded. Here is an article that sets forth these vital facts in plain and unequivocal language, together with a number of constructive suggestions.

Jobs While in School

JOHNNY and Dan are both high school students. Both are holding jobs outside school hours. Johnny, fourteen years old, sets up pins in bowling alleys from 6 p.m. until midnight, later on Saturdays. His teachers say he is coming to school late; his attention is poor; his work, formerly "average to good," is now below par.

Dan lives in California. He is one of several hundred sixteen- and seventeen-year-olds employed on a "four-four" school-work project at the Lockheed Aircraft Corporation in Los Angeles. Under this plan boys recommended by the schools attend classes four hours a day and work

four hours a day. They are transported from the schools to the plant by bus, work only on the day shift, are given careful training on the job, start work at 50 cents an hour with an increase to 75 cents and beyond that according to ability, and are required to keep up in their school grades.

THESE TWO boys illustrate today's child labor problem at its worst and at its best. Children still in school are taking jobs by the hundreds of thousands. At one extreme we find youngsters, even ten- and twelve-year-olds, taking any jobs they can find, no matter how unsuitable or how long the hours, working at night—in bowling alleys, in poolrooms, in cheap "all night" lunchrooms. Older boys, sixteen and seventeen years old, are combining a full night shift in a factory with a regular school course. On the other hand, some communities, such as the one where Dan lives, have seen in the war an unusual opportunity for developing worth-while work experience for high school students.

It is not only boys who are in demand. Girls as young as twelve are falsifying their ages to get jobs. A father recently appealed to the Labor Department in Connecticut because his fourteen-year-old daughter was working after school as usherette in a movie house. Her financial independence made her unwilling to accept any parental control, and she insisted on staying out at night with undesirable companions after the movie closed. Another fourteen-year-old girl was hired by a photographer near a Southern army camp. Her job was to get customers among the soldiers on a commission basis—and, as an induce-



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GERTRUDE FOLKS ZIMAND

ment, the soldier could pose with his arm around the girl.

School-work projects are perfectly possible for girls also. In several cities services for placing high school girls as baby tenders when the parents go out at night have been organized, and in some the girls themselves, working with adult groups, are helping to establish standards and to staff the placement bureau. In some cases a practical course in child care is conducted.



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The Exodus from School

PROBABLY the most serious child labor problem today is that caused by the increasing number of children who are dropping out of school. In three-fourths of our states a child fourteen or fifteen years old is still permitted to leave school if he finds a job—and thousands are doing so.

Youngsters under sixteen cannot go into war work. Under Federal law, sixteen years is the minimum age for employment in manufacturing establishments. But these boys and girls find all sorts of unskilled, miscellaneous jobs. Older boys and girls, sixteen and seventeen, legally free in every state to leave school for work, are flocking out of the high schools at an alarming rate. High wages and war psychology are exerting tremendous pressure upon young people—and unless more worth-while part-time projects are developed the high school enrollment will face still greater losses.

The Price of Child Labor

THIS INCREASE in child labor means more than an educational loss to the child. In many cases it may also mean a breakdown of health or a permanently crippling accident. No better argument for high standards and well-enforced child labor laws can be found than the stories of what has happened to certain children recently:

A 14-year-old boy lost the sight of both eyes in an accident four days after he began work in a garage. An inner tube, which he was inflating, burst and blinded him.—*Boston Traveler*, March 23, 1943.

Working on a nearby farm because of the labor short-

age, a 13-year-old boy lost his arm when, in a moment of relaxed vigilance, the sleeve of his sweater became entangled in a threshing machine.—*Philadelphia Inquirer-Public Ledger*, November 18, 1942.

A 13-year-old boy employed in a butcher shop became impaled on a meat hook during the owner's absence from the store.—*Elizabeth Journal*, September 22, 1942.

A 16-year-old boy, referred to a position as checker in a laundry by the School Board, was put to work at the centrifugal drier when not checking bundles. A quilt he was carrying caught in the drier and his right arm was snapped off.—*Cleveland Press*, October 8, 1942.

A 15-year-old boy died from burns from live steam he was using to clean a vat in a food products company.—*Seattle Times*, December 4, 1942.

A 17-year-old youth, taking an elevator from the first to the second floor of an electric lamp company in Newark, fell out of the front opening. His body became wedged between the elevator and the shaft wall. Fifteen gallons of motor oil were poured over him before he could be dislodged. The hospital reported the boy was suffering from friction burns and hip and internal injuries.—*New York Times*, October 27, 1942.

A 13-year-old boy died yesterday of injuries suffered when he was drawn into a dough-mixing machine. The boy started to scrape dough from the machine while it was running, and the machinery caught his arm.—*Chicago Tribune*, February 6, 1943.

Children Can Contribute to Food Production

CITY boys give out. They are no good on farms." "The boys didn't do well, and I sent them home."

"We got fifteen schoolboys from the Employment Service. We had no complaints."

These comments by farmers who had school-boy help last summer reflect the current diversity of feeling. Results varied with different communities, with different types of work, and even with

different farmers in the same rural community.

It is clear, however, that urban high school boys and girls will be called upon in far greater numbers this summer. It is hoped that approximately 500,000 urban high school pupils will be recruited as Victory Farm Volunteers under plans now being developed by the U.S. Department of Agriculture and the U.S. Office of Education.

Everyone familiar with last summer's experiences agrees that there are three outstanding needs. These are: (1) careful selection of children to be sent out; (2) preliminary training, or at least preparation for farm work; and (3) adequate supervision.

The most important single factor is adequate supervision. This was frequently ignored last summer. In a few instances children used the apples and tomatoes they had gathered as ammunition in free-for-all fights.

Under proper conditions children can play an important role on the nation's farms this summer. Parent-teacher organizations, as well as other civic groups, must, however, examine all such projects with great care. Above all, they must be on the alert to see that release of children from school, curtailment of school terms, or rearrangement of school schedules is instituted only when there is an emergency that cannot be met by any other available labor.

Holding Our Hard-Won Gains

EVEN BEFORE the United States entered the war, proposals were being made in state legislatures to lower child labor and school attendance standards. Shortly after Pearl Harbor, the National Child Labor Committee set forth a basic policy of caution against harm to education and against exploitation in any form. In the light of the standards then set up, there have already been both wise and unwise proposals. Examples of the former include the temporary concessions made by the Children's Bureau in some of its rulings under the Wage-Hour Act; also, the ruling of the Secretary of Labor in November 1942, lowering from eighteen to sixteen years the minimum age for the employment of girls but including regulations as to hours, night work, and rest.

In contrast with these carefully planned procedures was the bill rushed through the House last November (but fortunately tabled by a Senate committee) that would have suspended entirely the child labor provisions of the Sugar Act, permitting children to work at any age and for unlimited hours in the sugar beet and cane fields.

Equally ill conceived are proposals to let down bars to work in no way related to the war, such as work in bowling alleys, summer resorts, res-

taurants and hotels, and work as caddies and newsboys; proposals to lower age or hour regulations for all industries; and proposals giving blanket authority to some state official to suspend any provisions of the child labor and school laws.

Fortunately most of the proposals to relax standards for children under sixteen years have thus far been successfully opposed. They are, however, increasing—and they are danger signals. The labor of children under sixteen years of age is not needed in this war.

For older minors, those of sixteen and seventeen years, modifications have already been made in a number of states—especially of hours and night work regulations. Such modifications must be judged individually, in the light of the local situation. Consideration must be given to the extent of the labor shortage in the community, the nature of the industry making the request, and its importance to the war. The degree of relaxation requested must also be carefully considered. State laws differ widely. Obviously relaxation of a forty-hour week is quite different from relaxation of a forty-eight- or a fifty-four-hour week.

What Must Be Done

IT IS clear that, unless the child labor situation is to become even more acute, parents and teachers—in fact, all citizens—must be on the alert. The War Manpower Commission has issued a statement outlining ten points declared to be “basic national policy” with regard to the employment of minors. Unfortunately, however, this is not mandatory.

There are four important lines of action:

1. Redouble efforts to raise standards in states that do not yet have adequate laws—especially to secure (1) a sixteen-year age minimum for employment during school hours; (2) a fourteen-year age minimum for work outside school hours; and (3) an eight-hour day and a forty-eight-hour week for minors under eighteen years.

2. Regulate strictly the type and amount of work that children may undertake outside of school hours.

3. Organize in every community a body of alert citizens ready to oppose breakdown bills for children under sixteen and to study proposals for modification of provisions for older minors. If the latter are found to be temporarily necessary during the war, see that a desirable procedure is set up, giving to some responsible agency the authority to issue modifications after investigation.

4. Support the official agencies charged with the enforcement of child labor and school attendance laws, and see that they have adequate appropriations and staffs to cope with the problem.



Notes from the Newsfront

Heroic Measures.—Not only soldiers but nurses in Army training are being put through a course of hardening under live machine-gun fire. This training has been ordered for all persons who may eventually see actual combat service. Nurses, like soldiers, crawl over a hundred-yard course obstructed with barbed wire and land mines, with two machine guns operating at a range of less than two feet above ground. The women have been reported as magnificently courageous, going through this rigorous maneuver not a whit less bravely than do the soldiers.

Loan Cradle.—In one of the Southern states, wives of men in service who have babies to take care of need not buy such equipment as bassinets, carriages, etc. A loan service is maintained under which these articles can be borrowed for the time they are needed, thus permitting the young mother to move from post to post without incumbrance. The service is maintained by the USO.

Espionage.—Many ingenious devices are used by spies to conceal secret information. Sometimes they must be searched for hours before discovery is made. One spy was caught carrying a special message in invisible ink on transparent paper pasted on his eyeglasses.

No Powder.—Women workers in plants manufacturing photographic film for wartime use are not permitted to powder their noses. So delicate is the film in its early stages of manufacture that even a grain or two of powder from the worker's face may mar its surface and result in an imperfect picture.

Look at the Label.—Statistics reveal an average of one death every six hours in the United States due to accidental poisoning from home chemical supplies, such as cleaning fluids, shoe dyes, disinfectants, and deodorants. Too often these substances are taken by mistake for medicine by persons who are sleepy, ill, or merely inattentive.

Opportunity.—At least one airplane factory is now employing deaf mutes as instructors. Gestures, it has been found, are more important than words in demonstrating the methods of work to new workers.

Literary Landmarks.—Boston, Massachusetts, and Aberdeen, Scotland, are said to have more book stores per acre of ground area than any other two cities on earth.

Nature Is Wonderful.—A frog, it is alleged, can be boiled without dying, if the water is heated by slow degrees . . . Alligators may grow as many as forty sets of teeth in a lifetime . . . The ant has the largest brain of any living thing on earth, in proportion to its size . . . A giraffe's hide is a full inch thick and his tongue is seventeen inches long . . . All mammals have some hair, although in the case of the whale there are only a few bristles about the nose . . . North of the equator, all twining vines grow from left to right; south of the equator, it's vice versa . . . A lobster swims by flapping his tail and dragging himself backward.

Good Turns of Tomorrow.—Many favors will be done the housewife of tomorrow by the science of electronics, if current prophecies come true. A ring of photoelectric protection for the baby's crib, a small television unit in the kitchen to show who is ringing the front doorbell, an electric eye to turn on the porch lights as darkness falls—these, it is said, will be commonplace. There will be a new type of tube for testing such foods as meat and eggs; if the substance shows green under the test it is no longer fit for consumption. Window screens will be made of nylon and can be rolled up like curtains. Lucite, the plastic that resembles glass so closely, will be used for both camera lenses and optical lenses; and, as there will be no danger of splintering, most of the eyeglasses of the future will be "contact lenses"—that is, lenses made to fit over the eyeball and worn directly against it.

Impulse Items.—A little before the war began, merchandising experts estimated that forty per cent of all customers, both men and women, made purchases on impulse. In fact, many common items of trade, such as cosmetics, handbags, and costume jewelry, were known as "impulse items." How much impulse buying is being done now that the United States is at war has not, apparently, been estimated. Probably there is less of it than there used to be.

Home Nursing Notes.—A good reading voice is a great asset to the home nurse, says a celebrated Southern doctor. It keeps the patient soothed and hastens his recovery . . . Few things about the house are more dangerous than cracked dishes, which, it is said, may harbor billions of disease germs . . . Fruit, sugar, and honey are absorbed by the human bloodstream faster than are any other foods.

Progress.—How much progress has been made in transportation within the last hundred years is strikingly illustrated by recalling the fact that during the Gold Rush of 1849, almost a century ago, it took one hundred and forty-one days, at the lowest estimate, to travel from New York City to California.

Encouraging.—The traffic toll for 1943, as far along as May 1, was reported to be 35 per cent below that for the same period last year. Evidently the wide publicity given to the need for safety precautions is proving itself effective. It is hoped that the percentage will be reduced much further during the rest of the year.

Machinery Survey.—Idle farm machinery is being collected and turned to good account in the farm crisis today. Many farmers are said to have machines once considered obsolete, which can be reconditioned and used.

Interference.—A cafe owner in a Western state wondered why his place of business, usually rushed during the noon luncheon hour, had not a single customer on a certain day in May. He could see people turn toward his door and then walk hurriedly away. He went out to investigate and found his doorstep occupied by a huge swarm of bees.

Say It *and* Mean It

WHAT we say and what we mean are often not quite the same. But nowadays, when what we say matters a great deal more than it ever mattered before, it is needful for every one of us to make sure of our definitions and the actions to which they lead us.



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WORDS were created as the symbols by which man relates the results of his experience and his thinking. Similar backgrounds produce a common vocabulary by which ideas and experiences may be exchanged fluently and easily. Without similar backgrounds and a common vocabulary and language it is difficult, if not impossible, to make the other fellow understand. Words are sometimes used merely as words, without any thought of their meaning or any intention to perform the action they imply. There are many pithy sayings indicating that words and actions do not necessarily mean the same thing; for example, "Actions speak louder than words."

Sometimes words convey meaning only in a relatively small area. I found a word like that once—a word completely new so far as I was concerned. To me the word "run-a-gate" meant nothing. My general impression was that it denoted a person or thing that had wilfully strayed from its accustomed place, that could not be trusted. Usage and some discussion with local people persuaded me that "run-a-gate" was a corruption of "renegade."

Now I understood the local word with reasonable precision, and the home folks and I had a common vocabulary. A run-a-gate ram, for instance, now meant something more than an unfamiliar breed of sheep. The word had acquired a meaning because I could now relate something in my background to the experience and vocabulary of the local people.

Many words of this kind are used consistently and with meaning to the initiated but are understood by others only through their context and through careful analysis. When difficulty like this is added to the possible use of words merely as words and not as precise instruments to convey thoroughly considered convictions, the task of achieving common understanding and common action becomes apparent.

Two Words Glibly Spoken

IN THE light of this, let's examine carefully some of the words that are being used on a national or international scale and see what they actually

HOWARD V. FUNK

mean. There are many of them, but "democracy" and "freedom" will serve our purpose.

These two appear on the pages of every newspaper and magazine; they flash at us from the movie screen; they are on the radio constantly; they are used in daily conversations with friends and neighbors.

By what criteria can Mr. and Mrs. John Q. Public's understanding of these two constantly-used words be measured?

First, it must be assumed that the person who uses the words uses them with a meaning reasonably satisfactory to himself. If he were not satisfied he'd seek another word that conveyed his meaning more definitely and specifically, wouldn't he?

The neighbor's understanding is another matter. He may use exactly the same words, but unless his actions square with our understanding of the actions called for by that particular word we are critical.

Still, we know our neighbor well enough to make some excuses for him when his behavior is not quite up to our expectations. But we don't know the chap from the other end of town at all; therefore we hold him strictly accountable for the slightest deviation from our accepted pattern. And as for the fellow from the next town or county or state or nation or race, there is no possibility, we feel, that his understanding and his actions can be so well-considered and enlightened as our own.

So all of us use the same words again and again without constant or even occasional clarification of their personal meaning or of the specific individual pattern of action they imply. We judge our neighbor's actions in terms of our own interpretation, not in terms of his interpretation, which he has thought out to his own satisfaction but which may vary from ours.

Meaning Is Many-Shaded

CONSIDER "freedom." As a word used to indicate a desirable state for mankind, it is accepted by most without serious question. But when freedom comes out of the realm of words into actual being it immediately becomes freedom of some kind or degree. Freedom from what? Freedom for whom? How much freedom? The person who has used the word glibly now begins to hedge. "There is such a thing as too much freedom for some folks," says he.



Some freedoms have been nailed down and are universally accepted, at least in principle. They are those named in the Bill of Rights. For instance, it would seem that we all agree upon freedom of religion. This one is inherent in American culture. It is so much a part of our heritage that of all the freedoms mentioned this one would seem to mean most precisely what it says. Yet courts are constantly asked to interpret its meaning and its limits.

We speak of "freedom of religion" as though it were clear cut, definite, and specific. In words it is. In action it is not.

A graph of popular approval of the "freedoms" would show a peak line of belief in "freedom of religion," with a constant decline to the low point at "freedom from want" and "freedom from fear."

These latter are too new to mean much yet, and they must acquire meaning before they can be incorporated into philosophies of living or even into language.

It seems to me that the deep twilight between our glib use of words and a sharp understanding of their full implications, resulting in a clear action pattern, is one of the reasons why it is difficult to teach "democracy" and "freedom" to our children. Until we can explain them we have little chance to inculcate them.

For instance, take democracy. Have you tried to define it today—precisely, definitely, concretely define it? Have you ever asked a group of your friends to express concretely what it means to them? Were their definitions simple and to the point? Were they in substantial agreement? Have you ever proposed a program by which the principles and practices of democracy, as you defined them, can be taught to others? Most important of all, do you, can you, put your own ideas of democracy into daily practice?

The Need of Definition

THE COURSE of human events for generations to come depends squarely upon the ability of all of us to define and put into practice the simple human virtues encompassed by the concept democracy. The rapidity of its advance, if it is to advance, depends very much on how well we, the present adult governing generation, understand and practice its concepts.

Talking about democracy is not enough. What counts finally is how well the principles are understood and then put into practice at home, in the community, in the nation, and abroad.

The principles are simple and their source obvious. They were first stated as a philosophy some

twenty centuries ago, by Christ. They were new and untried then. They are not new now, but they are still untried in some fundamental aspects. Mankind has been struggling ever since their enunciation to make his actions square with his ideas; to "do" as well as he "knows."

We in America are achieving production beyond compare, but this record is in the realm of material things. It is easier to scrap old machines and to design new ones than it is to change the attitudes or habits of thinking or doing of millions of human beings. We are confronted with the obligation to assume our full share of democracy's destiny in the world after the war. We must bring up generations of young people thoroughly grounded in the principles of democracy and thoroughly schooled in its practices, whose minds and hearts are dedicated to the fullest possible extension and realization of democracy's meaning and importance both to us and to the rest of the world.

How can we train children to think clearly about democracy when our generation is not too certain of its import? How, above all, can children be taught to act democratically in situations in which the adult action pattern falters? How much can our schools be expected to achieve in this field?

The School as Interpreter

THE PUBLIC school has certain distinct advantages and possibilities for training young people in the principles of democracy. It is the only social institution that all persons between definite age limits are compelled to attend. Local control makes the school responsive to the will and desires of the community; therefore the community must assume responsibility for its products. State control makes it stable, so that it cannot be warped too far out of line by any local idiosyncrasies.

The school is the place in every community, large or small, where all children get experience in large group thinking, acting, living. The home, the church, the Scouts, and the many other organizations with which children come in contact all help to fashion the individual character. Some of these afford group experience in the company of persons interested in the same pursuits, but none of them offers the cross section of cosmopolitan humanity that is met with daily in the public school. Naturally, then, when properly conceived and organized the school is a real, functioning democracy.

Three aspects of this are important.

First, schools can and do strive for an understanding of the long, hard road that human

beings have traveled in their quest for the good life.

They point out the possibilities of a brilliant future based squarely upon the heritage of the past. They implant in the individual the desire to dedicate himself to making a better world and finding better ways to live in it.

Second, they offer practice in living, working, and planning together on every maturity level. There is little to be gained by talking about the problems of yellow, brown, and white men living together in the world unless the daily living of a group within a room or a grade exemplifies the mutual respect and self-discipline necessary to harmonious relations. There must be freedom to make mistakes and to profit by them under the guidance of skilled teachers and friends. There must be constant growth in the breadth and scope of all that democracy means; a constant pushing back of the horizon until finally the concept of world democracy becomes as clear and as feasible as is democracy within a room or a village or a nation. And lastly, the form of life must be set up as much as possible like that which the maturing child will himself soon control.

Adults Must Lead the Way

IT IS not adequate simply to explain representative government. It must be experienced. Further, those who govern must have the power and the freedom to learn how to govern wisely and well or to get into trouble, for the object of government, in peace or war, is not the glory of rulers or race but the happiness of the common man. How better can the common man learn to govern and be governed than by devoting at least as much time to the learning and practice of these arts as he does to other skills?

The strength of democracy lies in the fact that it allows the utmost development of every individual at the same time that it prescribes the social framework within which the individual must act. The job of the school is to give practice in applying, under guidance and supervision, the principles that underlie democracy as taught by the home, the church, the school, the movies, the radio, books, and magazines; in short, by all the sources from which children get their ideas on any subject.

We adults may expect democracy to flourish and expand just to the extent that we impress its advantage upon our children, at the same time proving by action, word, and deed our own responsibility and loyalty to its ideals. To expect more is unrealistic. Only as our daily actions indicate our faith in democracy and our understanding of the words we use so glibly can we hope to influence our children.

NPT QUIZ

PROGRAM

THIS quiz program comes to you through the facilities of the *National Parent-Teacher*, broadcasting from Station HOME. The questions here dealt with are among the many that come repeatedly to the notice of the Magazine's editors.

My sixteen-year-old daughter has gone khaki-wacky. She thinks every boy in uniform is simply wonderful. What shall I do?

THIS attitude toward men in uniform is not confined to your daughter. Many young girls, eager to identify themselves with the war effort, lose their normal perspective in the highly charged emotional atmosphere created by the war.

One of the first things you can do is to invite a few soldiers to your home, perhaps for dinner. Let sixteen-year-old Janey or Margie see them in her own environment, and she may discover that the wearing of the uniform does not confer on the soldier a new set of manners or morals. In other words, however strongly appealing he may seem as he walks along the street, he may turn out to be quite ordinary when he is part of the family group. By the same token, the soldier may and in most instances will turn out to be quite a regular guy—no different, really, from Johnny and Bill, who are still in high school.

And this brings us to the crux of the problem. If teen-age groups have their own parties, clubs, and "get-togethers," they won't be so apt to look for excitement outside their own sphere. The National Recreation Association reports that a city in the West has started Friday night dances for these youngsters in eight different districts in the city, and, if they are successful, school buildings in other districts will be used for such dances. Young people still want to do what their crowd does. And that is the thing to remember. They need their own group or gang, and the gang needs plenty of things to do—things that are really important to the war effort, not just busy work to "keep the kids out of mischief."

There is the imitative factor to consider. The teen-age girl watching her older sister helping to entertain the soldiers in USO centers feels ignored. She, too, wants to do something to help the boys in the armed forces. Very well, why shouldn't she? This may be taken care of by or-



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ganizing special entertainment groups to provide entertainment for our soldiers. Girls can put on dramatic presentations for them. Furthermore, the younger soldiers can be invited to various community recreational dances or picnics. Here the teen-age girl will have an opportunity to associate with boys in uniform in a safe and wholesome environment. Other war work can take the form of promoting the sale of war stamps, collecting salvage, repairing and redistributing toys, or making model planes for the Navy.¹ Our business is to excite their imaginations. They themselves have plenty of ingenuity.

My youngest child, Dick, seven years old, is afraid of dogs. His older brother and sister tease him about it, and this distresses him greatly. What is the best way to overcome his fear?

DICK should certainly not be teased or humiliated about his feeling toward dogs. His older brother and sister have probably overemphasized his fear by their teasing. Take the older children into your confidence and ask their assistance in ridding the younger brother of his fear. It is quite likely that Dick is suffering from the effect of some unpleasant past association with dogs; perhaps at some time or other he has been knocked down by one. Let Dick talk about his fear freely to you, and you may find some clues; or you may be able to talk him out of his fear—to convince him that there is no danger.



¹ See: *Teen Trouble*, by Virginia Musselman. New York: National Recreation Association, 315 Fourth Avenue. 10 cents.

Best of all, buy him a puppy of his own—as young a puppy as possible. Do not force the puppy into his arms; encourage him to watch, as you do, the lovable and laughable antics of his new pet. Stress the fact that the puppy is his own and needs his care and attention. In this way you will be conditioning Dick; that is, he will begin to associate pleasant things with the thing that is feared and unpleasant. When he becomes accustomed to his pet, and to feeling responsible for the pup's welfare, his fear will vanish of itself.

My son, who is still in high school, thinks it is perfectly all right to go to the show and to have dates on school nights. When I told him I thought he should go out only during week ends, he said I never wanted him to have any fun. What can I say to him so that he will understand that I am only thinking about what is best for him?

IF IT is customary for boys and girls in your son's group to go out during the week, it will be natural for him to want to do so. Forget about setting up any arbitrary rules. Don't begin by saying, "You must be in by ten o'clock tonight," or "You can't go to the show tonight because you've got lessons to do." It is best to be reasonable and to try to get the cooperation of the adolescent himself. It can be rightfully pointed out that the country is going to need young men who have been properly trained. It is going to need these young men to take over when the war is won. Accordingly, it is as important for him and his friends to take their work seriously as it is for the boys in the armed services to pay close attention to the duties assigned them. Boys in high school can make their best contribution by sticking to their textbooks.

Since most young people are eager to do their part, such reasoning will strike a sympathetic note. They'll realize quickly enough that life in the Army demands self-discipline. They would be the first to admit that it would be a sorry kind of an Army that would permit a soldier to go off to the show any time he felt like it, or to disobey and shirk his duties in any other way. Make them see that preparation for the tasks that will befall them in a few years also demands self-discipline.

Put the problem up squarely to the young man himself. Ask whether or not he wishes to serve his country on the home front. Point out that if he really wishes to be treated as an adult he must demonstrate his maturity by recognizing his responsibilities and discharging them acceptably. Then let him work out a schedule that will enable him to do his best work and yet "knock off" occasionally; for wholesome recreation, of course,

is essential to the maintenance of a healthy outlook on life.

If the adolescent refuses to listen to reason—and there are always a few who will—it is the parents' responsibility to guide him patiently but firmly. Understanding and a sense of humor will in most instances help the adolescent maintain his balance.

I disapprove strongly of my daughter's tendency to go to extremes in such matters as the use of violently colored nail polish and overstressed lip rouge, especially as she is only fifteen. I can't make any impression on her; her only retort is "All the other girls do." I have tried everything I can think of. Should I forbid these things and be done with it?

IF FORBIDDING these things would really enable you to "be done with it"—but, unfortunately, it won't. Girls of this age regard it as the most important thing on earth to be as much like their agefellows as possible. Witness the nation-wide vogue for "mellow" saddle shoes, encrusted with the grime of months and guarded as sacredly from cleaning as though cleanliness were defilement.

Most adults will agree that over-long nails heavily encrusted with bright red—or even purple!—are more offensive to taste than is the harmless and amusing fad of dirty saddle shoes. The objection to such nails is shared by every sensitive and sensible parent. Fortunately, it is also shared by the "beauty experts" who write the teen-age and subdeb magazine columns so eagerly consulted by many adolescent girls. Try a few of these columns on your daughter. They often have a much stronger influence than a mere parent can hope for.

Try, too, to interest your daughter in the possibility of being an individual. She is old enough now to begin to get acquainted with herself, not just as one of the "mob," but as the lovely person she hopes to become—and cannot hope to become while she follows slavishly in the wake of her companions regardless of her own particular needs. Find out what older woman she especially admires. Often there is such a chasm in a young girl's mind between what she thinks of her agefellows and what she thinks of an older woman that she will not even connect the question of taste with the latter until you call it to her attention.

Above all, it is important to hold on to your sense of humor; don't let this matter of cosmetics cause any real friction between you and your daughter. Even if she appears once or twice in public so bedizened that you are embarrassed to own her, it won't be fatal to either of you. This too will pass. Intelligence and humor will help, and time helps most of all.

QUALITY PEOPLE FOR A FREE SOCIETY

A MAN'S REACH . . .

IT IS queer how the same old arguments repeat themselves. In every century and every country,

it seems, people of insight have hit upon pretty much the same truths about how we become what we are through what we do. And always, everywhere, mediocrity has pitted against these demanding truths the same objections and self-excusing.

On an Athenian street corner, some twenty-four hundred years ago, Socrates discussed with Glaucon the Good Society—the City of God.

Glaucon lent a skeptical ear—and finally protested, “Socrates, I do not believe that there is such a City of God anywhere on earth.”

And Socrates made his immortal reply: “Whether such a city exists in heaven or ever will exist on earth, the wise man will live after the manner of that city, having nothing to do with any other, and in so looking upon it, will set his own house in order.”

There it is, the perennial disagreement. On the one hand, the cynic—too often known as the practical realist—argues that we who are in the world must behave after the manner of the world as it is. On the other hand, the person of deeper insight and sounder moral courage—the genuine realist—argues that we must behave after the manner of the world as we want it to be. For only thus can the ideal become real. Each person who accepts the less than good as good enough for him not only helps to fix the world on its present level of inadequacy but makes himself utterly commonplace.

On This Side of Athens

THE ARGUMENT between Socrates and Glaucon was recalled to my mind, the other day, by the table talk of two

BONARO W. OVERSTREET

women who sat across from me at the Thursday Lunch Club.

One woman was telling how various people she knew contrived to avoid point rationing. Then she went on to tell story after story about how different individuals were making profit out of the war—to the detriment of the war effort. She sounded disapproving enough. And yet, suddenly, she came out with an amazing remark—and seemed not to know that it was amazing: “I tell my husband,” she said, “that we’re just plain fools to go on sticking by all the rules while other people get away with murder. If everybody else is going to make a good thing out of this war I don’t see why we shouldn’t.”

The woman next to her, who had been dividing attention between those doleful outpourings and an aspic salad, now turned a mildly astonished eye in her neighbor’s direction: “But after all—I mean—you don’t *admire* these rule-breakers, do you? You wouldn’t really want to be one of them.”

“I suppose not. But just the same, it makes me mad to see them getting the cream of things while I get along on the skimmed milk. I could use a little of the cream myself.”

“I know. But aren’t they just making it harder for us to win the war? And if we lose the war—

well, I doubt whether we’ll get even the skimmed milk.” She hesitated a moment, as though shyly afraid that she might sound too solemnly moral, and then went on. “I guess I figure this way. If rationing is necessary—and I believe it is—then everyone who tries to dodge it just makes the war harder and longer. And I’d hate to think, myself, that I was doing anything to make it last one minute longer than need be. That—well, that would be like feeling responsible for the death of every boy to be killed



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IN A genuinely free society, the balance between privilege and responsibility always swings true. We cannot consider ourselves entitled to the privilege of self-government unless we have shown ourselves capable of assuming the responsibility of self-determination. What his own conscience requires—this is the guiding rule of the quality person.

during that unnecessary minute of fighting.”

“Oh, of course, I suppose you can figure that way.” The woman’s tone was that of a ruffled, petulant child. “But just the same, I don’t intend to come out, always, on the short end of things.” After a moment’s silence, she capped off her argument with what apparently was to her final and definitive wisdom. “I tell my husband that if we don’t look after ourselves, nobody else is going to look after us.”

There it was in modern guise—the same old argument that has gone on through the ages: the argument between the person who feels justified in lowering his own standards to match those of the people around him, even though he admits those standards to be wrong, and the person who feels that he must go on trying to match his habits to his ideals regardless of what others may do. Is there any other argument through which the mediocre and the excellent so clearly show themselves for what they are?

Whether Democracy Exists . . .

WHEREVER, today, two or three are gathered together to talk of democracy, there is likely to be in their midst one who says with Glaucon-like skepticism, “You know as well as I do that democracy’s just a fiction. There never has been a democratic state—and I don’t believe there ever will be.”

So common is this attitude in our disillusioned age that it puts a challenge to all of us. What shall we say in reply to our modern Glaucons? Must we agree dolefully, “I guess you’re right about it, at that; pretty-pretty talk about democracy is easy enough, but when you come right down to facts the whole thing seems pretty hopeless”? Or can we, backed by a sense of moral responsibility and a stout respect for human dignity, make our own Socratic answer: “Whether or not any perfect democracy exists, or ever can exist, it is still my notion of the Good Society. That being so, I’d rather, through my own personal habits, be on the side of democracy than against it. If I come as near as I know how to acting like a democrat, I’ll at least know that I

haven’t prevented the coming of democracy in human affairs. And I may even, in some small way, have helped its coming.”

Perhaps most of us will never, in all our lives, phrase our intention in any such deliberate words. But if the intention is in us, we shall make its presence clear through all we say and do in all our relationships with all the people who have to share with us the adventure of society-making.

Here we come upon what is, perhaps, the most important difference between the vulgar person and the quality person. The vulgar person feels that he is not obliged to live up to any particular ideal until other people live up to it first. Why these others should run the risk ahead of him he never bothers to explain. But he manages to go through his whole life feeling that the blame for his shortcomings can be dumped upon somebody else—and never at all, it seems, does he glimpse the fact that, if his logic holds good, other people have a perfect right to look at him, take stock of his hedgings and compromises, and decide that they cannot be expected to measure up until he does.

The quality person, in contrast, acknowledges his own behavior *as his own*. He acknowledges, likewise, that it is just as reasonable for other people to use him as an example as for him to use them. He claims no right to postpone his own practice of honesty, fairness, and generosity until some utopian time when everybody else is practicing them likewise. Knowing that this is a world where good and evil are always, in all sorts of ways, trying out their strength against each other, he knows that a good society is not something for which he can wait in irresponsible, thumb-twiddling ease. He has to be actively, personally on the side of the good society even before it exists, in order that it may have that much more chance ever to exist.

Out of the Copybook into Life

ONE OF the quotations that stood at the top of a page in my old grammar school copybook was Patrick Henry’s stout declaration, “I know not what course others may take; but as for me, give me liberty or give me death.” Laboriously, as a small child, I copied down his words in round, deliberate letters—and had no notion of what he was talking about.

Without my realizing it, however, the words must have settled down as permanent residents in some corner of my mind. For time and again, during recent months, I find that they come cropping up in my thoughts as a living challenge. No longer do they belong to some remote episode in our American past. They belong to the moment in

which I myself am having to live as decently as I know how—a moment in which, over the face of the earth, millions of human beings are again having to make the mortal choice between liberty and death.

But it is the first part of the quotation, really, that sticks in my mind like a burr and will not be dislodged: "I know not what course others may take; but as for me . . ." In that phrase man speaks, not as one odd member of the animal kingdom, not as a helpless victim of cosmic circumstance, but as a self-respecting moral agent, a spiritual vertebrate.

Most Americans, in their plain everyday talking, do not speak copybook words for future school children to learn. They fumble. They hesitate. They speak with shy awkwardness of the hopes and ideals to which they fasten their waiting and working. Yet thousands of Americans, without ever realizing it at all, speak in the same moral tradition as Patrick Henry. In all sorts of small daily situations, they affirm the right of themselves and their families to act in terms of what they believe, no matter how other people may act. In these Americans lies the hope of democracy.

A breathless child, bringing a schoolyard tale to his mother and finding her unresponsive to its drama, protests, "But Mom, *everybody* says foreigners are like that. They—"

Quietly she interrupts his shrill remonstrances. "No, dear, not *everybody*. Some people say things like that. But they are thoughtless and ignorant. Some of them even intend to be cruel. No matter what other people say, we don't talk like that—not in our family. And we don't repeat such stories even when we happen to hear them."

I listen to her—and think how surprised she would probably be if she knew that, listening, I remember Socrates; I remember Patrick Henry. She is making her own Socratic affirmation: Whether or not this is a world of justice between race and race, the wise person lives after the manner of a just world and, so living, sets his

own spiritual house in order. She is declaring with Patrick Henry, "I know not what course others may take; but as for me . . ."

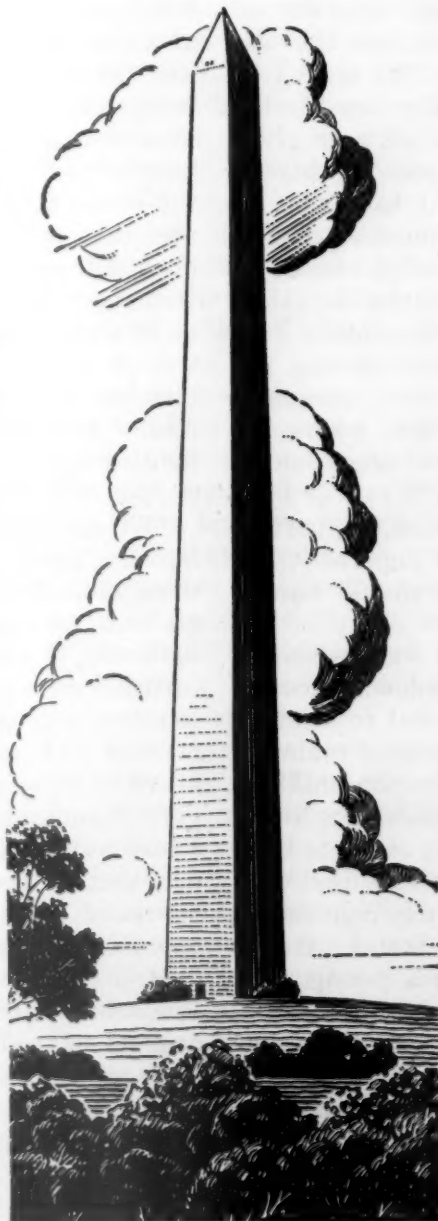
A business man says, thoughtfully, "Sure it's possible to make a fat profit out of the war. I know fellows who don't seem to realize, even now, that they have any stake in the whole thing except a money stake. But as for me—well, I'd rather be able to talk to the soldiers when they come back without feeling ashamed."

A farmer says, "I don't hold with a lot of my neighbors who think this is the time to put the pressure on Washington and get what we can while the getting's good—while they've got to have food for the army. I want a decent price for my crop—but I'm not going to ask for more. This business of pressure groups—each crowd trying to do the other crowd—well, I just don't see it.

I get a kick out of thinking of the whole country working together. So I guess I won't be voting with the majority at the meeting tonight. I guess I'll just let my conscience be my guide."

A taxi driver, taking me from station to hotel, jerks a finger toward a small park: "The cops broke up a meeting there last night. Said the speaker was a communist. I don't know—maybe he was. But I'd want to be awful sure a man was dangerous to America before I'd tell him to shut up. A lot of people nowadays seem scared to death they'll hear something they won't like. But I'd want to listen to a fellow, myself, before I decided he was wrong."

Here are plain Americans taking their stand, without even knowing it, in the company of the great. They are taking their stand among those who, back through the ages, have known that ideals must be practiced to become real—must be practiced by the person who believes in them, regardless of what other people, in ignorance or passion or lust for power, may say or do. These are the Americans to whom we can safely entrust the future. They are the quality people for a free society.





A P.T.A. Wartime Workshop

IN LIEU of the annual convention, cancelled this year because of the difficulties of wartime transportation, conferences of the National Board of Managers were held in Chicago May 11-13, 1943. The quotations here given were culled from workshop presentations participated in by representatives of education, the Federal Government, and the armed forces as well as by members of the National Board.

DR. NEWTON EDWARDS, president of the American Education Research Association: "One fundamental problem . . . is that of maintaining the professional status of our teaching force. The armed services are drawing off men and women in large numbers, and the war industries are doing the same. . . . We must consider to what extent these teachers are leaving their profession because they have not been given that freedom of action, that status as human beings, which they feel they ought to have. . . . The matter of financial support must be considered; it is a fundamental issue, and it cannot be adequately met by either local or state taxation. . . . We shall have to turn to Federal support.

"Responsibility for educating and caring for the oncoming youth of America is very unequally divided. Where the birth rate is low, where the economic structure is strong . . . education is liberally supported; where the birth rate is high and the economic structure is weakest, support of education is inadequate, not to say niggardly. . . . Additional state and Federal aid should handle this situation.

"Whatever it takes to win this war, we must win it. But if it comes to a showdown between giving our children an education and continuing to live at our present high standard of material comfort and convenience, let's give the children the advantage. It may be that we shall have to cut the standard of living to the bone in order to keep our children in school. There may be a real conflict here . . . and we must find a way to resolve it."

Col. Herbert Espey, United States Army: "Many persons assume that when a young man or woman leaves school to enter the service, education is necessarily interrupted. That is not so. The Army and the Navy and their auxiliaries conduct educational programs which, for size and variety and scope, exceed anything you will find anywhere short of the total educational program of all our public schools.

"These training and educational programs are of five general types—basic military training, officers' candidate schools, special training schools, technical schools, and the Armed Forces Institute, which gives high school courses by correspondence at a rate of \$2 per course. The lesson instruction and the correction of papers are done by highly competent instructors of university grade. For those who are interested in college level education, more advanced courses are made available through the cooperation of some eighty colleges and universities offering a total of more than eight hundred courses for service men. . . . You remember that recently there was considerable action going on in a place called Guadalcanal. While the action was at its height, there were more than thirty men on that island actively enrolled with the Armed Forces Institute. Wherever you find men fighting or sitting on the alert lest fighting spring up, you will find Institute enrollees.

"We are interested . . . in having the men get into the habit of using these educational institutions while they are in service, so that when they go back to civilian life they will look forward naturally to continuing contact with educational institutions. . . . There is one thing I should like to ask of you as parent-teacher workers: Millions of men and women in the services have never heard of these opportunities. You will perform a very important service if you will check with the school authorities in your neighborhood and find out whether there is any systematic effort to let boys and girls know that there are educational opportunities open to them in the services."

Mrs. Helendeen H. Dodderidge, Food Distribution Administration: "Our first and greatest food demand is food for the armed forces. . . . Then there are lend-lease and foreign rehabilitation and civilian demands. All these must be met, and it is not an easy matter.

"I have just come in from New York, where I have been for two weeks helping to promote a

MEMBERSHIP

OF THE NATIONAL CONGRESS
OF PARENTS AND TEACHERS

APRIL 15, 1943

Alabama	63,689
Arizona	10,278
Arkansas	42,806
California	307,501
Colorado	47,978
Connecticut	27,215
Delaware	5,680
District of Columbia.....	19,865
Florida	61,849
Georgia	54,854
Hawaii	10,949
Idaho	8,796
Illinois	194,423
Indiana	75,100
Iowa	52,390
Kansas	47,700
Kentucky	41,971
Louisiana	22,198
Maine	5,233
Maryland	14,410
Massachusetts	32,114
Michigan	91,551
Minnesota	56,062
Mississippi	17,719
Missouri	73,804
Montana	10,062
Nebraska	26,223
Nevada	2,088
New Hampshire	4,460
New Jersey	113,779
New Mexico	4,985
New York	102,655
North Carolina	85,476
North Dakota	11,239
Ohio	191,475
Oklahoma	41,505
Oregon	30,045
Pennsylvania	135,668
Rhode Island	11,432
South Carolina	16,728
South Dakota	10,620
Tennessee	80,859
Texas	136,170
Utah	24,018
Vermont	7,937
Virginia	54,886
Washington	50,089
West Virginia	39,379
Wisconsin	31,059
Wyoming	3,123
St. Thomas, V.I.....	50
Puerto Rico	200
Total	2,612,345

wonderful food show, which tells this food story in a most dramatic way. No, the Department of Agriculture is not in show business, but we are eager to get this food message across to every person in this nation. . . . It is a living show plus a film of about twenty scenes. Parent-teacher workers will perform a valuable service if they help put this war food message across when it reaches their own communities.

"In our Division we are placing more and more emphasis on the economics of nutrition, on the budgeting of both points and pennies. . . . And in any discussion of food and nutrition we always take our hats off to the P.T.A. for the wonderful job it has done with the school lunch program. . . . There is some doubt at the moment whether food distribution under the Surplus Commodities Act can continue, but we believe that we shall somehow manage to get commodities at least for the needier schools . . . and we know that P.T.A. workers are resourceful enough to go ahead and plan the school lunch program at the local level."

Miss Beatrice McConnell, Industrial Division, Children's Bureau: "We are reaching a critical situation with regard to child labor and youth employment. . . . There is an increasing demand on young adolescents, and it is a problem with which the P.T.A. is particularly concerned.

"Hundreds of boys and girls this country over are putting in a full work day after they have completed their day in school . . . going to work at four or six p.m. and working eight hours; they have no time for preparation of their lessons. It is that kind of a situation in which an organization of parents and teachers can play a very real and concrete part. Don't ever think that all undesirable child labor has been outlawed. Only recently a sweatshop was discovered in one of our largest cities, in which children as young as seven or eight years were toiling on small radio parts.

"If we are going to stem this tide, it is going to come through organization and hard work. Every community must work together. If the parent-teacher groups, for example, bring together other community groups . . . you can start a ball rolling that will grow and grow in power and influence. . . . In your local communities you have a real opportunity to furnish leadership and guidance."

Miss Elsa Castendyck, Social Service Division, Children's Bureau: "Juvenile delinquency . . . is something that we need to be very much concerned about, and the P.T.A. is one of the groups most strategically placed to do something about it. . . . Education is needed; the general public still thinks that delinquency is something that can be cured with a single specific.

"The trend in delinquency is unquestionably upward, and the average age of children coming into court is dropping. Children are very susceptible to the tensions and pressures of war. Truancy has become a serious problem. Delinquency among girls fourteen to sixteen years of age is on the increase. There is confusion of responsibility between school and home. The problem of the working parent is grave.

"Leadership in recreation and worth-while activities is badly needed, and here the parent-teacher association can do and is doing a fine job. But the whole community must share that job."

Have *You* Become a Social Hermit?

WE JUST never entertain any more," said my friend Alice, with an eloquently despairing sigh. "No help to be had, and still worse, no food now. We are quite reconciled to becoming hermits for the duration."

I remonstrated, urging that hospitality is a matter of the spirit, not to be determined by the number of maidservants or manservants or even the amount of food in the cupboard. She thought me quaintly old-fashioned in my point of view.

"Hospitality may be a matter of the spirit," she said skeptically, "but it takes money and food and service to put a body on that spirit and I don't have enough money or enough food or enough service any more to make the effort worth while."

I protested, but there was no stopping Alice. "My parties have always set a certain standard," she went on, "and I cannot afford to let down in my style of entertainment. Not now, after six years of building up a reputation for shoving off perfect parties. I'm not vain. I'm not boasting, but my parties have been rather fine from the standpoint of appointments, at least."

She told the simple truth. Her parties were known over all Wilton and even in the city for their nicety of finish, right down to the last tiny, picture sandwich. Her house was always a model of exquisiteness. Everyone knew that the coffee would be exactly right, the ices delicious, and the sandwiches dainty concoctions of perfection; everyone knew that the cakes would carry the little extra swank that only the best caterers produce. She finished the symphony of hospitality by her own immaculate grooming and soul-calming poise. Yes, Alice was the "perfect hostess."

The town would miss her hospitality. I talked

WARTIME is a time for hospitality—whether it looks like it or not! Even more than in time of peace, we need to meet and enjoy our friends; to "take a cup of kindness" with them from time to time; to strengthen old ties and to form new ones. Hospitality need not—true hospitality cannot—be a burden. Isn't friendship too precious to be lost sight of even for the duration?

on a bit about morale and one's obligations to friends and neighbors, but I felt that Alice had made up her mind. I urged that fellowship in our homes is needed more than ever right now if we are to learn the great lesson of world fellowship. Indeed, I waxed eloquent, thinking I could sense an opportunity to make Alice see my idea that the whole structure of the postwar world must depend upon our ability and willingness, as simple people in simple homes, to take over the building of world fellowship as a personal responsibility.

She was not impressed. "Would you have me believe that it makes any difference with the state of the world whether I have a few friends and neighbors in once or twice a week, or whether I forget such things for the duration?"

"Yes," I insisted. "The world is nothing more than a great number of people, all of whom want the comfort of feeling needed by somebody else. I think I am trying to say, really, that there must not be any stranger in any neighborhood if we are ever to get to a state of practical brotherhood."

"Go tell it to the heathen!" laughed Alice. But she added seriously, "I tell you it can't be done. You can't make friends out of enemies or strangers unless you are completely free to give your whole attention to that particular business, instead of to the business of making a soda cracker behave like a *creme lotti*. There is nothing wrong with my hospitality. I am just not one of those idealists who can sweep the trash under the table and trust that the lace cloth on the top will divert the eagle eyes of my guests while they sip a cup of poor tea!"

THERE WAS a hint of depression in my own heart as I said goodbye to her. There seemed to be something tragically final about that parting.

Then the telephone rang. It was Jane. "I am inviting you and John to a little tea Sunday afternoon," she said in her crisp, gay voice. "My mother is here."

I like to hear Jane on the telephone. She always trails the promise of a laugh that has not quite caught up with her.

"Surely you cannot bother with having a lot of company now, Jane," I couldn't help protesting. Jane is the wife of a doctor in the service and has

ANNA H. HAYES

a good many obligations to people whom she barely knows. Beside this, she had recently taken over a Cub Scout group and even substituted for a teacher in the school their small son Jimmie attends. With a guest in the house, even though the guest was her mother, a Sunday tea looked like an undertaking to me.

"Oh, it will be very simple, I assure you," she chirped. "We'll have coffee, if I can manage it; otherwise just tea and cookies or something. You will adore meeting mother. She is heaps of fun."

She was. I enjoyed her very much, but I have

guest feel that the day would have been a failure without that particular friend in their home. The warmth of their fellowship closed in about all of us, although more than half of us had been strangers to each other before that hour. We were soon kindred, definitely a part of the household and thereby essential to each other.

THINKING IT over, I believe that part of Jane's success as a hostess is her complete honesty. She never shams. There seems to be nothing to hide in her home. She is able to dignify the details of living; therefore there are no small embarrassments to stand in the way of her honest and gracious hospitality.



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wondered again and again why that simple party was so much fun. Even after we had stayed much too long it was still very hard to persuade John that the time had come to go home, and equally hard for me to insist upon going.

The food was as simple as Jane had promised—delicious little rolls of thin bread, spread with something spicy, toasted, and served with carefully brewed tea. Homemade cookies, ornamentally cut, and a plate of the doctor's own specialty, "sugar ration candy," tempted our appetites. Two little neighbor girls, floating about on the buoyancy of their new-found importance as "assistants" at a Sunday tea, kept the table supplied.

There was no confusion. Jane managed to keep an eye on the kitchen and still be on hand to help her doctor husband absorb each new guest. Both Jane and the doctor had the knack of making each

Talking to Jane's mother, one of the girls expressed her admiration of Jane's poise. It never troubled Jane to have friends come running out into the kitchen even in the midst of her preparations for dinner. "I would be embarrassed to death to have a guest come into my kitchen just before I am ready to serve a meal, but Jane never blinks an eye. How does she manage?"

Her mother smiled as she replied, "I think it never troubles Jane to be in the kitchen. Perhaps you are just a little ashamed that you have a homely task to do, so it embarrasses you. Could that be the reason?"

I have been pondering that question myself, wondering if a reluctance to manage simple and sincere hospitality is an unconscious (or conscious) protest against an unpleasant situation that we cannot control. Only a short time ago

most of the women of my acquaintance were able to hire at least a part of their housework done. Women who had large houses on their hands and women with large families were able to find orderliness, comfort, and leisure at the cost of very little personal effort.

When the war deprived them of competent help, one of them developed a serious nerve affliction; another one suffered an unpleasant and troublesome skin disorder. Each had protested her fate with some bitterness. Each had attempted to maintain her household on exactly the same pattern as before, although neither possessed the experience, the skill, or the physical strength to do so. Neither was willing or able to plan for simplified living in which all members of the household shared both privilege and responsibility.

PERHAPS there is another problem, too. Only a short time ago the average woman of my acquaintance was able to be lavish in the use of food, and with many of them the ability to offer abundance in quantity and variety seems to have been an essential for offering hospitality. They had the idea that there must be a plate full of chops left over to send back to the kitchen after the guests had been served.

Then came the loss of skilled hands to prepare intricate and unusual dishes. Then, still more difficult to meet, came rationing of butter, oils, sugar, cream, and meat. I wonder whether the need for giving up the satisfaction of being able to offer great lavishness in food and service (thereby giving up a pattern of patronage) has not brought humiliation to those who unconsciously depended on lavishness as a substitute for true hospitality.

A few years ago—before rationing days—a girls' club, of which I was leader, met at a home where the family income underwent much stretching to make it furnish even the bare essentials of living. It was our custom to serve simple refreshments at our meetings, but in that home we were served the most elaborate food we had had during my period of leadership. A rich salad, with

luxury sandwiches, was followed by a still richer dessert swathed in whipped cream, and we had fruit punch to drink. It seemed to me that the mother of our hostess was trying to impress us with her reckless lavishness of food, hoping thus to make up for her own poverty of spirit and lack of sincere pleasure at having us in her home.

In another home where money had a hard time keeping up with necessity, the mother, with the help of her gracious little daughter, served us cinnamon toast and cocoa, making of it a feast to be remembered by the girls as well as by their leader.

A high school girl I know, who casually invited the visiting president of a nearby college to come to lunch at her home in just half an hour and then dashed home to tell her mother and help prepare for the important guest, paid a rare compliment to her mother and to the college president in assuming that both would be willing to share what the family had to offer, rationing or not.

IT IS doubtful that lavishness will return to the American table for a long time, and it may be years before the average household will be able to have ample domestic help again. I am not willing to believe, however, that the American tradition of gracious hospitality will die because American women have not the resourcefulness and energy to keep it alive in spite of inconvenience, scarcity, and personal sacrifice.

Hospitality, as exemplified by gracious sharing of what we have, is all-important in the family type of human society. It is all-important in the development of a new generation of Americans; for the members of that generation must recognize that the country they love and serve has achieved its greatness in part, at least, because its people are sensitive to each other's needs and that loyalty grows only in an atmosphere of good fellowship.

To the Janes in America I would say: Yourself the ward of fellowship, your gracious presence lends its skill to make of strangers, comrades, and of comrades, friends.

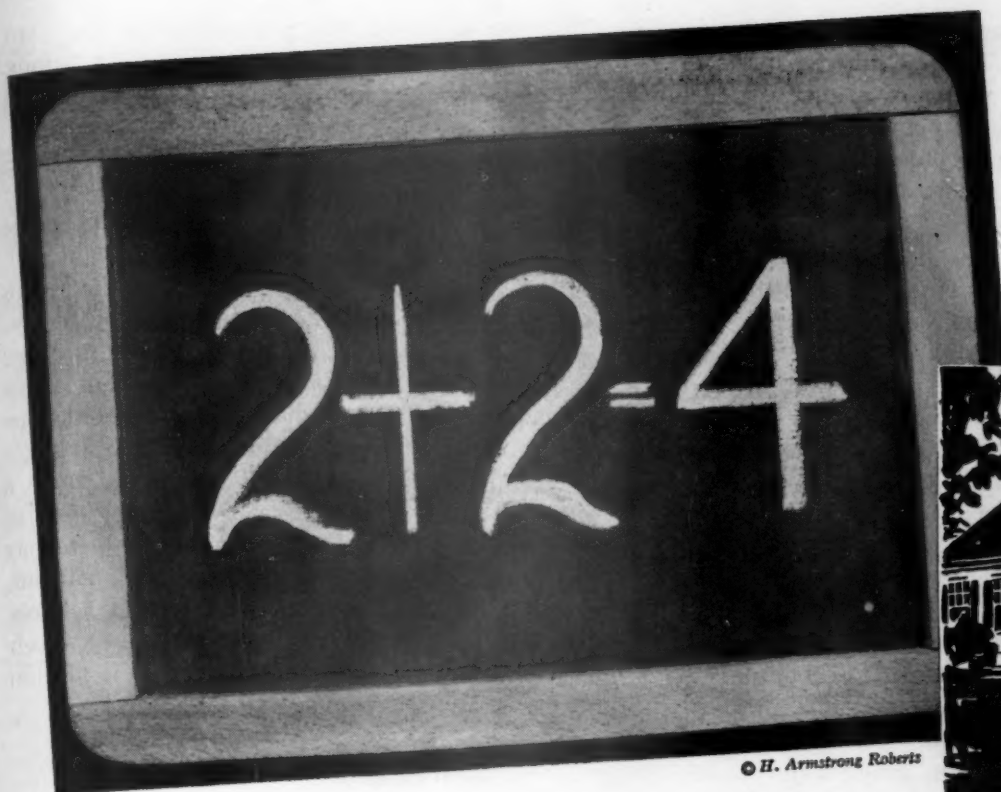
THE GLORY OF THE HOUSE

. Pleasantest
Of all ties is the tie of host and guest.

—AESCHYLUS

I had three chairs in my house: one for solitude,
two for friendship, three for society.

—THOREAU



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WILLARD E.
GIVENS



FEDERAL AID FOR *Education* NOW

Believe It or Not

IN THE United States of America, forty teachers in every 100—about 360,000—are being paid less than \$1,200 for the school year 1942-43.

Eight in every 100—68,000 in all—are being paid less than \$600 for the school year just closing.

The South is not the only section where salaries are inadequate. At least 160,000 of the teachers receiving less than \$1,200 a year are outside the Southern states.

Only two of the forty-eight states report that no teachers are being paid less than \$1,200 per year. In Illinois, for example, 30 per cent of the teachers—about 14,000—receive less than \$1,200 per year.

Twenty-eight states are employing teachers at less than \$600 a year.

In Mississippi and Arkansas, half or more of the entire teaching staff is receiving less than \$600 a year.

In Maine, one teacher in every six is paid less than \$600. The same is true of Kansas, where

more than 4,500 teachers receive less than \$600.

These are some of the facts revealed in a recent survey by the Research Division of the National Education Association.

Economic Adjustments for Others

SINCE THE beginning of the global war the cost of living has gone up at least 22 per cent, while teachers' salaries have risen less than 7 per cent.

THE ominous words "teacher shortage" that we hear so frequently today—what do they actually mean to us and to our children? Have we worked all these years to raise the standards of our public schools to an acceptable level, only to have them sink back to inadequacy during the present war? Is there anything that we or our Government can do to check the trend toward disintegration? Answers to these all-important questions will be found in this plain-spoken article.

Meanwhile, industrial pay rates have risen in keeping with the cost of living. Salaries paid in war industries, especially with provision for overtime, are much higher than prewar labor rates. Ownership and management have prospered on war contracts. One adjustment after another has been granted agriculture.

Salaries paid by the Federal Government to its own employees have been raised. The minimum salary paid professional workers is \$2,000. Only recently this was raised about 20 per cent when the forty-eight-hour week was inaugurated. The rock bottom minimum paid charwomen by the Federal Government is \$1,200. Young women just out of college are paid as high as \$3,000. The beginning stenographer just out of high school earns from \$1,440 to \$1,754.

How can we expect to keep our teachers in the schools in the face of such marked economic disparity? It is a well-known fact that teachers' salaries have always been extremely low compared to the pay received by other workers of comparable training and experience. Today, because wages and salaries for other groups have increased rapidly, the disparity between the pay of teachers and other workers is greater than ever. Teachers who are college graduates with years of service often see high school graduates go immediately into wartime jobs at higher pay than they are receiving.

Because of the rising cost of living, many teachers have found it impossible to live decently on their salaries. They have literally been forced into other and more remunerative jobs. Since teachers are human, many of them, who might conceivably have kept the wolf away from the door by even more stringent economies than those to which they have been accustomed, are being attracted away from the classroom by the far higher salaries readily available to them elsewhere.

Whenever a superintendent of schools loses a trained and experienced teacher, he must fill the place she leaves. It is almost certain that the teacher he obtains will be less well prepared, less experienced, and less effective as a teacher.

Teacher Turnover Doubled

Teacher turnover in the past school year was 189,000, or double the usual amount. Almost 40,000 teachers went to the armed forces. At least 37,000 have taken positions in war industries. During the past year, 37,000 emergency teaching certificates were granted to meet the teacher shortage. Despite this, there were at least 13,000 vacant or unfilled positions.

What happened during the school year 1942-43

will be repeated in an exaggerated form next year unless something is done to change present trends. The Research Division of the National Education Association estimates the potential teacher shortage facing elementary and secondary schools during the next nine months at 75,000.

Thousands of teachers will find remunerative employment this summer, and many of them will not return to their classrooms in the fall. Meanwhile, teachers' college enrollments are down, and the graduates of these institutions find far better-paying jobs awaiting them in other fields than teaching, even though they have spent four years preparing to be teachers. The inevitable result of such a process, if it continues over a long period, is the demoralization of our effective school program. Unless provision is made to pay teachers enough to hold them in their positions, irreparable damage will be done to the schools, which we have been building up slowly but surely from the low water mark reached in a similar situation following World War I.

Teaching Is War Work

DOES THE nation consider teachers less worthy of their hire than other workers? On every hand the teachers have received the praise of press and officialdom for the efficient manner in which they have handled registration and rationing programs, scrap and bond drives, and other wartime services. But too frequently the greatest service of the teacher—the education of the child—is forgotten.

I submit that teaching is war work; that if teachers had done none of the extra wartime services for which they have been praised, they would still have been doing war work fully as vital as that of the worker in the aircraft factory or the clerk in a war agency of the Federal Government.

Are our children to be war orphans? Why win the war if we do not prepare our people to win the peace? The Federal Government is going all out to regulate affairs so that we may have food and have it equitably distributed. The same holds for transportation, fuel oil, and other necessities. Is the education of our children less important?

Federal Aid Proposal

THERE IS now pending before the United States Congress a measure known as S.637, which proposes both emergency and permanent Federal aid for the schools. It was introduced by Senators Thomas of Utah and Hill of Alabama and is actively sponsored by the National Education Association and many cooperating groups. The principal features of the bill are as follows:

1. An emergency appropriation of \$200,000,000 during each year in which Congress finds an emergency to adjust the salaries of teachers to meet the increased cost of living, to raise sub-standard salaries, to employ additional teachers to relieve overcrowded classes, and to keep schools open not less than 160 days a year. This fund would be apportioned to the states on the basis of the number of pupils in average daily attendance in public schools in each state. Thus every state would benefit.

2. A permanent equalization fund of \$100,000,000 annually, to help equalize educational opportunity among the states. This fund would be apportioned to the states according to their needs as measured by the number of persons 5 to 17 years of age in relation to the total income payments in the respective states. The poorer the state the larger the share of aid it would receive.

3. A provision to make these funds available to the states for aiding all public elementary and secondary schools. The bill provides that the states must continue to spend for public schools from state funds at least as much as they spent in 1941-42, and a local school district must continue to pay from state and local funds average salaries to teachers at least equal to those paid on February 1, 1943, in order to qualify for funds from the emergency appropriation for teachers' salaries. In states where schools are separately maintained for minority races, they must be allotted a proportion of the Federal funds equal to the proportion of the minority group in the total population of the state and without a reduction in the proportion of funds from state and local systems spent for the schools of the minority race in 1941-42.

The amount asked in S. 637 is not great as ex-

penditures go today. The Federal Government is now spending at the rate of at least \$50,000,000,000 a year in the prosecution of the war. The amount proposed in S. 637—\$300,000,000 annually—is only 0.6 of 1 per cent of the war expenditure. Nevertheless, this amount of aid to the states and local communities will help to stem the exodus of teachers from the schools. No wartime ex-

penditure of the Federal Government is more urgent or important than the one proposed by this bill.

Next to the home, no influence upon a child's life is so consistently and universally good as that of the school. Buildings and equipment are of great value in the teaching process, but the fundamental need is good teaching. While we are fighting abroad to protect human values, we must not neglect them at home by permitting the schools to disintegrate. The education of our children will not wait. And if we neglect to prepare the

children of today for citizenship tomorrow we may lose the peace even though we win the war on the military front.

Parent-teacher associations can be a powerful influence in behalf of this measure. Write your Congressman or Senator for a copy of the bill. Upon request to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., a leaflet will be sent showing the amount of money each state would receive under the provisions of S. 637. Study the bill and see what it would mean to your schools. Join with those who are leading the campaign in your community and state. If Congress is convinced that the American people want this bill passed, it will become a law. If *your* Congressman and Senators are convinced that the people in *your* state and Congressional district want this bill passed, they will vote for it.



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The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have little.

—FRANKLIN D. ROOSEVELT

DURING these months of the second world war, those of us who are particularly concerned with the development of children have asked ourselves what the war is doing to our children now and what will be its lasting effect upon them. Will they come through it better or poorer citizens than they might have been had their formative years been lived in a period of peace?

We know that in the first five or six years of life the pattern is laid down around which the mosaic of adult character develops. Since the small child's human environment consists mainly of his immediate family, the actions and attitudes of that family will determine the trends of his own actions, attitudes, and personality growth. For this reason one might expect the reactions of the child to this war to mirror those of his parents; and that is exactly what we have found in our investigations. Immediately after the catastrophe of Pearl Harbor, young children reflected the shocked reactions of their parents.

Some youngsters expressed anxiety in a familiar form, such as fear of the dark or fear of being left alone. More of them expressed it in a new form, such as fear of actual war disasters. Some spoke excitedly of being bombed, or asked fearfully whether the children would be evacuated or whether blackouts would be "all black." These anxieties were merely exaggerations of two basic fears of the child—fear of separation from his parents and fear of the unknown. There were various reactions. The most common was reversion to more infantile behavior, expressed in temper tantrums or in clinging to the mother. Children who had previously experienced the loss of a parent through death or the absence of a parent for a temporary period feared a repetition.

Barricade Against Fear

ONE four-year-old boy would not let his mother out of his sight. His father was working in Washington and thus temporarily lost to him, and at the age of two he had been separated from his mother for six months. At the very onset of the war he began to show acute fear that if his mother went out she would be hit by a bomb.

Many reactions of young children at this time were not those of obvious fear, but served to defend them against fear. Such was the bragging of the little boy who said, "Just wait until Daddy gets a lick at those fiends," or the boast of the little Negro boy who said, "Sure, now Joe Louis is in, it won't last long." But by far the most common defense against the tension of fear was seen in the aggressive war play organized by children in the street, on the playgrounds, and in their

The Wartime Fears of Children

homes. They used sticks and stones or toy firearms as weapons; they created prison camps into which were put the unfortunates delegated to act as "the enemy"; and in many instances aggressions flowed freely into combative play. Some children were injured. The social habits of three, four, or five years' growth were on the verge of disintegration, and the child was threatened with a return to an uninhibited infantile behavior pattern. In most instances, wise supervision brought rules into the games.

All these symptoms and character changes were witnessed in young children immediately after the disaster of Pearl Harbor. They have now gradually dropped away, and in most instances the children and their parents have settled down to the grim work of "carrying on."

Among older children, who are less noticeably influenced by changes in their environment because their personalities are more nearly inte-



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MARGARET W. GERARD, M.D.

grated, there were fewer obvious wartime reactions. However, some of these children are undoubtedly suffering as a result of the war. The courts find more adolescents committing serious crimes than formerly. Communities are concerned about the behavior of adolescent girls around army camps. Although many of these older children have found happy outlets in some planned work, such as farm help or salvage gathering, the rise in delinquency rates warns us that many of them are being injured by neglect or by disrupted homes.

Causes and Effects

THE FACT that the changes are less severe and less far-reaching than in England, where the suffering of people of all ages has been greater, does not justify a feeling that all is well in America. Rather, it is a challenge to us to plan how we may spare children further frightening experiences that may create prolonged and devastating disorders. The temporary changes that occurred in our children as a reaction to the far-away events of Pearl Harbor reflected in miniature the reactions of English children to actual bombing. Dr. Martha M. Eliot of the Children's Bureau tells us that although there were fewer disturbed children than one might expect during such mass displacements as occurred in England, many were seriously affected. Their reactions indicate a definite breakdown in character and return to symptoms and behavior of a more childish level. Enuresis and fecal incontinence developed in children who had been clean for months or years. Speech disorders appeared in others who had previously been clearly articulate. Still others showed severe night symptoms, such as sleep walking and night terrors. Many showed generalized anxiety, and others organized this general fearfulness into specific phobias, such as fear of the dark, of the street, of animals, or of attack.

One knows well that, even in ordinary life in peacetime, frightening experiences may cause temporary symptoms in a child. For instance, a child frightened by a dog may suddenly begin to stammer. If the security of a stable home and the affection of his parents are maintained the emotional tension gradually relaxes and the child's speech becomes normal. If, however, frights come one after another, and if the child cannot relax in the security of his home or depend upon the affection of his parents, then the symptom becomes fixed into a habit that will handicap him.

We cannot overemphasize, then, the importance of protecting the child as much as possible from experiences that will harm him. In a total war no one can be completely protected, but if we are as keenly aware of the dangers of emotional crippling as we are of the possibility of physical crippling, we can plan more adequately for the best possible protection and for quicker treatment of those who have already been hurt.

Home Is the Safest Harbor

THE HOME and the family are certainly the first lines of defense. Under stress, the young child needs not only food and shelter and warmth, but friendliness, love, and the security of familiar surroundings. Therefore, parents must be careful not to relax their vigilance because of their own distraction with anxieties, grief, or war activities. The child needs his parents' assurance of protection from bombing and against frightening experiences during blackouts. He needs answers to his questions about the meaning of the war, to dispel his fear of the unknown.

Wise parents and teachers will also encourage the child's tentative efforts to build emotional defenses: they will let him brag and feel safe; they will let him "act things out" in games and war play; but also they will protect him and his friends from attendant physical harm or character breakdown by helping to organize such play into socially accepted and safe forms. And—this is of utmost importance—they will be sure that facilities for recreation and routine living are secured. Finally, they will be careful to avoid discussing the actual horrors of war in the presence of young children.

For older children and adolescents we must provide active, absorbing occupations to help them live as part of the community concerned first of all with winning the war. But they also need wholesome recreation, as always, in order to maintain rounded characters. We must be sufficiently foresighted to supply our schools, our recreational centers, and our working groups with a high grade of leadership. Teachers and leaders absorbed into the armed forces or war work should be replaced quickly by newly trained persons.

We must anticipate also that many a child may be deprived temporarily of the security of familiar surroundings and even of his parents. In such circumstances protection of the child's emotional life should be even more carefully considered. Day nurseries or evacuation homes should provide personnel capable of offering security, affection, and understanding. Of course, great advantage is to be gained by keeping mothers and children together if possible.

To See Life Whole

THE parents and teachers of today have a Gargantuan task before them if they are to prevent the occurrence of another lost generation after this war. Economic conditions and international conditions were blamed for the dissolution, aimlessness, and general cynicism of those who had been children during and immediately after World War I. But any experience, no matter how tragic and disturbing, can be utilized toward the development of a better integrated, stronger, and wiser personality by one who has been taught to think and feel and to pursue the real, eternal values and discard the non-essentials. Neither war nor any other calamity can upset the whole scheme of life for a person whose motives and purposes are rooted deep in the subsoil of firm convictions and principles, whose point of view is constructive and creative and forward-looking.

The responsibility for the lost generation must be laid at the feet of the adults who trained these children. They had not talked with them enough. They had not troubled to organize their own thought processes, sort out facts, and draw their own conclusions. Those who had done so had not always troubled to share these things with their children. We must not make this mistake. We have to learn to understand life and the world we live in, and we have to teach our children to reach below life's surface, to think, and to develop a point of view for themselves.

The parents and teachers of the twenties, under the joint influence of tradition and science, were overimpressed with the intellectual and spurned the emotional side of life. Fearing and distrusting emotion, they repressed it in their children, with the result that most of the personalities emerging from this era were one-sided and maimed.

Denying emotion, they failed to learn how to use constructively this most vital part of personality. They became neurotic; they had urges they failed to understand. As a result, their human relationships were unsatisfactory. They tried to do away with tenderness, social-mindedness, and every other so-called sentimentality. They attempted to run the world by cold reason, setting forth the satisfaction of individual desire as the highest good. In this materialistic reasoning they seemed to forget that happiness and joy are also emotions. They neglected also to observe the

working of the law of cause and effect. Cynicism is sterile, and happiness and joy never result from it.

We must avoid making similar mistakes. We must teach the children in whose hands tomorrow's world will be placed to use every resource of personality in the glorious game of living. They must learn to use their minds *and* their hearts if they are to understand the problems they will have to solve. There is nothing sentimental in this; it is a simple scientific fact. Life must be viewed as a whole, not between blinders of skepticism that shut out all but one particular and limited area.

The Sifting of Values

IN THEIR skepticism, the pseudoscientists of the lost generation have tried to do away with all distinction between right and wrong. It is true that such distinctions in the past often led to smug judgment, lack of understanding, and training so rigid that it seriously affected creativeness and balance and self-confidence. But we cannot live constructively, be sure of where we are going, or be dynamic in our drive toward our objectives unless we have standards—unless we love the good and spurn the evil. Children can be taught to understand people, to know that they are capable of greatness as well as littleness. They can learn to admire the human personality in spite of—one might almost say because of—these opposite capacities. This will not keep them from deploring the fact that some people have grown so embittered, disorganized, and confused that they have lost sight of life as a whole and resorted to criminal deeds to benefit themselves at the expense of others.

Faithlessness Means Failure

MEMBERS of the "lost generation" convinced themselves that in order to be scientific they must refuse to believe anything that had not been proved. They ended up by doubting both themselves and the universe. Not daring to believe, they lost their certainty of purpose. They were frozen into inaction and futility—and this was, of course, inevitable. For life cannot be calculated in terms of statistics and rigid theories. It is tur-

bulent and chaotic; it is elemental. Unless a person is surefooted and dares to feel his way as though he were blindfolded, unable to see even into the immediate future but sure of his ultimate objective, he is unable to proceed at all.

Today we have realized that a person who never believes anything that has not been proved rarely rises above the position of, say, a second-rate laboratory assistant. The really great and creative scientists who keep opening new worlds to us are men and women who believe everything until it has been disproved.

Therefore we must bring up a generation of men and women who believe that this world can be a much better place than it has ever been and that they are the people who can and must make it so. For this reason we cannot afford to minimize in the eyes of our children the mistakes we adults have all made, the imperfections that are evident in almost every phase of our living together. There is no need to decrease our children's admiration for the great and brave men and women who preceded them. But they must know that even these were human and that everything they accomplished can be and must be improved upon. Only so will they develop a sufficient sense of responsibility to feel it their sacred duty to clean up and recreate this world. Only so will they persist in believing, aspiring, and doing to keep it a decent place to live in.

The Right to Be Responsible

VERY OFTEN, when one spoke to the young people of the two postwar generations, one encountered an almost nihilistic attitude. The Government was corrupt, the politicians were evil, the world was a mess. So why vote? Why bother? If you just muddled through life, that was the best anyone could do anyway. They were surprised when confronted with the idea that the Government—community, state, and national—and the

STATING the planned objectives of the National Congress of Parents and Teachers in terms of health, education, recreation, conservation, and social welfare, the findings of the 1942 convention will be interpreted month by month in a series of articles contributed by leaders of the organization. Whatever has been learned in any of these fields will be made available to local parent-teacher leaders as they build for victory. It is hoped that the series will prove to be a source of constructive guidance in solving the many problems that confront all such workers today.

people who ran it were just as much their responsibility as the state of their rooms, the quality of their work, and their standards of conduct.

They might say either that democracy "worked" or that it "did not work"; but it never occurred to them that *they* would have to make it work.

In this connection, a story of a certain rural community and its mail route is pertinent. The mail route had been changed from an old road along which thirteen small farmers had their abodes to a new highway devoid of human habitation. This meant a steep climb of a quarter of a mile for some of the farmers, and, as the mail boxes were now out of sight, money or mail orders could no longer be entrusted to them. Two spunky women of the community circulated a petition. The postmaster insisted that nothing could be done, and the inspector was no more encouraging. Washington had ruled, they said.

But the citizens were determined. They persisted. It was three months before the mail route was changed back to the old road; this is a vast country, and the United States Post Office is a vast and marvelous organization. It takes time before the needs of a small group of citizens can be presented to the official who is able to satisfy them. But the little group of persistent believers in democracy, who were determined to claim their democratic rights, were rewarded at last—and not only by having their convenience given consideration. They reached a sudden blinding realization that the United States really was *their* country, that the Government was *their* Government, not some remote impersonal machine. They had discovered America for themselves.

That is what we must teach our children—to know that nobody can give them their democratic rights. The Government can only provide them an opportunity to obtain those rights for themselves. Nobody can give them a beautiful and a pleasant world; no one can give them a good, clean government or a community to be proud of. They must earn these things themselves. The greatness and joy of America is that all such blessings are within the reach of every citizen who cares enough to claim them and to work for them.

And in this fact lies also a great, almost an unlimited opportunity for service on the part of the parent-teacher organization. The position of this group in the current scene is unique; there is no other organization so peculiarly fitted to help mold our national thought in this direction. The P.T.A., working within the community through activities shaped to fit the community's needs, holds the key that can unlock tomorrow's treasures of freedom, democracy, and stable and permanent peace.—JOSEPH MILLER, *National Chairman, Committee on Mental Hygiene*

Around the Editor's Table

SEE HERE, PRIVATE CITIZEN . . . there's a great deal going on nowadays—so much that it's well-nigh impossible to keep entirely abreast of the times without making a life work of it. And, with the war to win and a permanent peace to establish, none of us can afford to do that. We have too many other vital jobs on our hands.

At the same time, none of us can afford not to know what our educational leaders, our statesmen, and our government officials are doing and thinking about the endless problems that beset them. As parents and teachers, we have a high stake in that knowledge; the greatest responsibility of our lives is in the balance—the responsibility to guide our boys and girls into steadfast, intelligent, forward-looking citizenship.

We have had enough, all of us, of citizenship that stops at the halfway mark. We have had enough of theory that does not end in practice. We are alive and awake today, and we can be satisfied with nothing less than a full understanding of the tasks that confront us and the debt we owe to our children.

And not only to our own children. Most of us have learned by this time that we can no longer think in such rigid terms of "mine" and "thine" as we have been accustomed to, especially where our children are concerned. What affects the life and opportunities of our neighbor's children cannot be irrelevant to the lives of our own sons and daughters.

What, then, to speak in the vernacular of the day, is the answer? How can we make sure of knowing all that we need to know in order to be intelligent parents and teachers at a time when all the intelligence we can bring to bear is needed half a dozen times a day at least?

The newspapers do a grand job of reporting world events. Radio commentators have made for themselves and their work a place in our daily lives that would seem empty without them. But the reporting they do and the comments they make are general; and we, as parents and teachers—specialists, if not always experts, in work that is both a profession and an art—need to have these things presented to us as they apply specifically to our work and our responsibilities.

The *National Parent-Teacher*, therefore, is instituting a feature called "See Here, Private Citizen!" in the hope of meeting this need. In each month's issue of the Magazine, beginning in Sep-

tember, some phase of the national or international situation as it affects the welfare of children and youth will be presented by an authority in the particular field. The successive articles will, it is hoped, result in an orderly and cumulative body of information on current topics, with a specialized slant toward education and parenthood. They should also afford an abundance of sound material for parent-teacher study groups. The *National Parent-Teacher* would be greatly interested in your opinion of this series and in your suggestions as to its content.

. . .

ACCORDING to the findings of a recent investigation by The Twentieth Century Fund, which were made public in a report entitled *Postwar Planning in the United States: An Organization Directory*, more than 137 government and private agencies in the United States are engaged in research and education on postwar problems. The directory includes only those agencies in the United States which are operating on a national or an international basis.

It is interesting to note the composition of these organizations. Twenty-nine are government agencies, 109 private agencies. Of the private group, fifty-two are of a research and educational character; thirty are commercial, financial, and industrial organizations; ten are religious and welfare groups; eight are professional societies; seven are women's organizations; and two represent labor unions.

The most popular of the major fields being studied are those covering international and regional problems. Business and financial topics come next in popularity. Among other major items of interest are agricultural, consumer, and security problems; housing and urban redevelopment; labor; legal questions; public discussions; public opinion; public works; and transportation.

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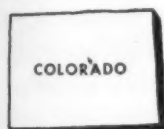
BUILD the Future with Books," the theme of Children's Book Week for 1943 (dates, November 14-20), is a theme worthy to meet the challenge of our times. Children's Book Week in 1943 will mark the twenty-fifth annual celebration of an effort to increase individual and community interest in books for our young citizens. Those concerned with the development of the nation's children are urged to make the Book Week theme the keynote of many constructive programs.



Frontiers



Specialized Book Service. Cooperation between the Denver parent-teacher associations and the Denver Public Library has resulted in a new kind of specialized library service to parents. The project was begun in the spring of 1942, in response to a request from the parent-teacher associations and as part of the library's program of supplementing community activities.



Since 1938 one of Denver's branch librarians had been library chairman on the P.T.A. Board of Managers. In the spring of 1942 this librarian, together with the library's Coordinator of Adult Service, met with the P.T.A. vice-president in charge of parent education to find out how the library might improve and enlarge its service to her organization. With her recommendations as a basis, a plan was adopted.

At the main library and at each branch there is now a separate bookshelf for parents, and special help is given to readers in selecting books from these shelves and in locating related material in other parts of the library. Child care, child psychology, family relationships, and related subjects are stressed. The librarians in charge of these collections, having made a study of the material in the field as well as of the problems of the P.T.A., are equipped to answer reference questions in parent education and to make book lists for individuals or study groups. Printed or multigraphed lists for general distribution are compiled after consultation.

As special liaison worker between the library and the P.T.A., the aforementioned branch librarian makes all official contacts between the two organizations. She keeps the library staff members informed about the current problems and interests of the P.T.A. and sees that announcements of library services reach individual P.T.A. groups. She receives from the P.T.A. requests for library speakers, tours, book lists, and any new services for which the organization feels a need.

During the summer, when the University of Denver conducted its annual Institute on Parent

Education, to which each P.T.A. group in the city sends an official representative, the library and the P.T.A. again cooperated. With the aid of the leaders of the institute, the library arranged a book display in the lecture room and checked out books to those attending. At the close of the course a list of books recommended by the leader of the institute was compiled for study group use.

P.T.A. groups have used large numbers of reprints of articles on children's reading from the *National Parent-Teacher* magazine, supplied to them by the library, and in November 1942, when the library began publication of the DENVER PUBLIC LIBRARY NEWS, copies of the first issue were distributed to P.T.A. groups through board and council meetings. News notes in neighborhood newspapers have publicized library-P.T.A. work.

This new special service to parents has resulted in great satisfaction. The Denver parent-teacher associations have not only encouraged better library service to their own members but have aided nonmember parents at a time when all parents are keenly aware of their need of help to safeguard and guide their children.

—MARGARET WARD

Vigilance for Victory. A nation at war brings a challenge—and many changes—to a child welfare program like that of the parent-teacher organization.

The Washington Congress is endeavoring to carry out a complete war activities program as outlined by the National Congress. Cooperating whenever possible with other organizations and agencies, we are engaged in an all-out effort to preserve the American way of life.

The block mother plan has been set up in most of our communities. In parts of the state where danger is not imminent, all homes have been registered to facilitate the emergency housing of children should necessity arise. Plans for uniform state-wide registration and identification of children have been under way for some time.

"Food can win the war and write the peace" is a statement to be carefully considered. Our school hot lunch program is being continued and in many



communities improved. Local associations are urged to have their members enroll in Red Cross nutrition classes wherever possible. Many councils have sponsored classes in consumer education.

Councils have sponsored and manned booths for the sale of war bonds and stamps. They have given assistance in the Victory Book Campaign; in the salvage of fats and metals (Washington was recently awarded third place in the nation); in the organization of block leaders in cooperation with the Office of Civilian Defense; in the program for nursery schools; and in the after-school care of children of working mothers.

A well-attended conference on social hygiene was held in Seattle last February, with the cooperation of the State Department of Health and other civic groups. Through an appeal to the school board in one of our larger cities, the use of high school gymnasiums has been procured for a supervised recreational program as a means of combating the rapid rise in juvenile delinquency. Plans are now in progress, in cooperation with the State Department of Education and a representative of the American Dental Association, toward a physical fitness program for the High School Victory Corps. We shall assist with the supervision of boys and girls working on farms this summer.

An essay and poster contest is sponsored by the publisher of our state bulletin and by the Washington Congress. Graduating seniors in all high schools of the state are invited to participate. The title of the essay is "What the Parent-Teacher Association Can Do for My School"; that of the poster, "What the High School Student Can Do to Aid the War Effort." The winner in each month's competition is given \$10 worth of war stamps. The year's winner of the essay contest receives a year's scholarship at Whitman College; the winner of the poster contest, a year's scholarship at the Cornish School of Art.

—ALICE D. PERRY

Training in Social Work. An orientation course in social work was offered in Miami to acquaint P.T.A. student aid and welfare chairmen of the many resources available for needy families of the community. Participants were the fifty-four associations making up the Dade County Council.

Seventeen lectures by professional welfare workers were arranged by a committee of eight, representing P.T.A., family, children, and group work agencies.

The subject matter included the history of social work, health, hospitals, case work, private and public assistance programs, categorical relief, and related topics. Private and public employment

agencies were discussed, including the U. S. Employment Service, which administers unemployment compensation benefits and workmen's compensation. Old age benefits and widows' benefits based on insurance funds paid from the salary of a worker holding a social security card were also explained.

State and Federal matched funds under the Social Security Act were found to finance a program including aid to dependent children, old age assistance, and aid to the blind. City and county tax-supported agencies and voluntary family agencies for Catholics, Jews, and Gentiles were studied.

Voluntary agencies handling emotional problems of children and homes that care for children available for adoption were described by the executive director of the Children's Service Bureau.

Day nurseries, commercial boarding homes, and legislation dealing with day care of children were discussed, and mothers were urged to stay at home with their children if possible.

The Juvenile and Domestic Relations Court was explained. Recreation and group work resources were not overlooked. A city supervisor of recreation, a professional Girl Scout executive secretary, and a Y.M.C.A. boys' work secretary told of their work with young people.

The aid offered by the Red Cross in a time of disaster or war was explained and warmly praised.

What the Dade county health unit offers and what it hopes to accomplish, especially in the interest of children, were described by the county health commissioner. Immunization against diphtheria and smallpox was stressed.

The executive secretary of the Council of Social Agencies spoke on the services offered by the civic clubs to unfortunate persons. Social planning for the county was also discussed.

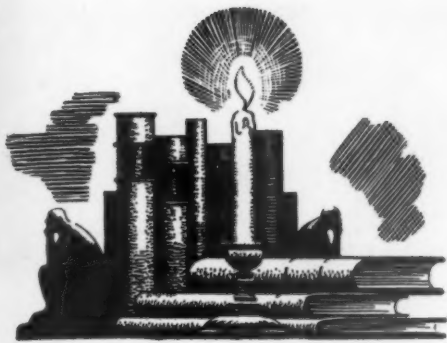
A professional case worker spoke on the principles of interviewing. It was emphasized that the applicant should be helped to make his own decisions and remedy his own situation.

A follow-up discussion on basic human behavior reactions, by another case worker, added emphasis to these points. The same speaker made suggestions for intelligent volunteer service toward community welfare.

For those who were not present at every session and for those who had not taken notes a syllabus was printed. A fee of twenty-five cents was charged to defray the cost of printing. Those who had attended five lectures were given credit for a study course if five members of the same association were in attendance.

Social workers informed of the course feel that a great step forward has been taken in the interest of social welfare.

—JAQUIN DUGGAN MASON



BOOKS *in Review*

THE BIBLE IN BRIEF: A DIGEST OF THE KING JAMES VERSION. Edited by *Peter V. Ross*. New York: Prentice-Hall, Inc., 1943.

IN A telling preface entitled "The Challenge of the Bible to Defeatism," the editor introduces his admirable digest in a direct and timely manner, pointing out the particular fitness of Holy Writ for reading in a time of war. "Reading the Bible has a mellowing effect . . . but without detracting from courage and prowess. It makes for manliness and virility."

To condense the Bible acceptably is a difficult task. It has been tried again and again, with widely varying results. Among these, probably the least popular have been those versions which seemed to the average reader to distort or mar the age-old beauty and dignity of the Scriptural language. The editor of *THE BIBLE IN BRIEF*, doubtless with this fact in mind, has been careful to retain as much of the Biblical language in its original form as was consistent with condensation.

The volume is pocket-sized, which adapts it well to the needs of the men in service. Booksellers all over the country having reported that the Bible, the best seller of all time, is now in greater demand than ever, this digest should fill a definite need.

LIVING AND LEARNING IN SMALL RURAL GROUPS. Nashville, Tennessee: State Department of Education, 1943.

RURAL SCHOOLS in charge of a single teacher or, at most, of two teachers, have always presented many difficulties of management. Limited resources and facilities have demanded the utmost ingenuity of approach to these problems, and, as usual in the face of necessity, that ingenuity has been and is forthcoming. It would be hard to find better evidence of this fact than the new publication of the Tennessee Department of Education.

The bulletin is the outcome of a state-wide project to improve the small rural schools, sponsored by the Tennessee Congress of Parents and Teachers and the State Department of Education. County P.T.A. councils, serving as "big sisters" to participating schools, played an important part.

It was recognized at the outset that the rural school, in spite of some undeniable handicaps, has a number of actual advantages over the larger school. The family-like situation; the location close to nature; the abundance of natural materials for science and other studies; the smallness of classes; and the opportunity for children to share actively in community life—these are outstanding assets to sound education. With these as a basis, the chief needs of the small school are resourcefulness in supplying needed facilities and skill in the selection and use of substitutes where necessary.

Every phase of rural school life is covered in this bulletin, from the landscaping of the grounds to the translation of classroom social studies into active community cooperation. There are any number of cleverly designed items of playground and classroom equipment to be made on the spot from materials everywhere available. The whole outlook is creative and original. Suggestions are practical and interesting; diagrams are supplied where needed; sketches of various classroom areas, formal for tests and examinations, informal for classroom discussions, are included. There is even an ingenious (and surprisingly simple) plan for making possible a rest period for the entire school, with mats for the children to lie on while they relax.

The suggestions throughout the booklet, whether they deal with material equipment, teaching methods, school spirit, creative activities, or the working role of the parent-teacher association, carry an undertone of fresh and vigorous purpose. No parent or teacher interested in small rural schools should fail to read it.

AT HOME WITH CHILDREN. By *Charlotte G. Garrison* and *Emma Dickson Sheehy*. New York: Henry Holt and Company, 1943.

THIS BOOK is subtitled "The Guide to Preschool Play and Training." "We have tried," say the authors, "to help parents plan for the child's play by giving concrete suggestions with respect to places in which to play and things to play with as well as help in the guidance which will bring to the child pleasant, helpful experiences in his play."

At the preschool age, play and training are in many respects identical, for play is the young child's business, his life work, so to speak; he learns by doing, and the manner in which he copes with his own problems and his experience determines, to a great extent, the rapidity and soundness of his development.

Indoor and outdoor play, music, books and stories, pictures, scientific activities, and such special occasions as holidays, parties, picnics, trips, and excursions are dealt with in turn. Creative activities—for young children delight in "making things"—are especially emphasized. In connection with each topic, practical suggestions are made to enable parents to guide the particular experience in the direction best adapted to the child's needs at the particular time.

The authors point out in their introduction that parents of young children should not take their training problems too seriously. "If the right environment is provided and genuine interest and cooperation are evidenced by the parent, the child learns by absorption rather than by being taught. . . . We hope that it" (the book) "will help parents enjoy living with their children."

MOTION PICTURE PREVIEWS

AS THE school and parent-teacher activities of the year draw to a close it is interesting to survey the war's effect upon the motion picture. Producers, as always, have drawn upon current events for their material; we find that many films of the year have been about some phase of the war.

The strong dramas usually have dealt with the conflict between democratic and fascistic ideas and ideals within nations and with the armed conflict between the Allies and the Axis. Stories of crime often have been based upon intrigue, espionage, and sabotage. Light musicals have used military music, songs, and dances.

Short subjects have shown us how our armed forces are trained, how they fight and how their weapons are manufactured; or they have demonstrated how the civilian can fight the war on the home front. These documentary shorts are being used by many organizations. They may be obtained on 16mm. sound prints from the film libraries of state universities or from the Office of War Information.

The studios, like all other industries, are forced to use great ingenuity in production; many of their younger male actors, writers, and craftsmen are in uniform. Raw film and material for building sets are rationed, and transportation for long location trips cannot be permitted. This shortage of manpower, materials, and transportation may bring back the single feature.

Prizes, bank nights, and movie games of chance have almost disappeared. There is a great increase in the attendance of children at unselected programs, and they are seldom accompanied by adults.

Now we are beginning to hear complaints of too much war in pictures. Many say that they do not want more sadness than life is bringing them; they want laughter and escape. If their statements express their true feelings, the drop in box office receipts will soon indicate it.

Parents must decide for themselves whether they want their children to see films revealing the horrors of war. Whether we will it so or not, war has come to our children. Perhaps the films can help them to understand it more clearly.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

Air Raid Wardens—Metro-Goldwyn-Mayer. Direction, B. F. Zeidman. Typical Laurel and Hardy slapstick that will probably appeal to their fans. Having been rejected by all branches of the armed service, they sign up for air raid duty and innocently play into the hands of enemy saboteurs. Cast: Stan Laurel, Oliver Hardy, Edgar Kennedy, Jacqueline White.

Adults	14-18	8-14
Matter of taste	Probably amusing	Amusing

The Leather Burners—United Artists. Direction, Joseph E. Henabery. The Hopalong Cassidy pictures—the best of the Westerns—always provide good entertainment of the type, and this film is no exception. It has the usual excellent photography, beautiful outdoor settings, and a plot built on conflict between the good and the bad elements in a rural community. In this sequence Hopalong and his pals ride to aid his friends in their efforts to track down the rustlers who are depleting their herds. Cast: William Boyd, Andy Clyde, Jay Kirby, Victor Jory.

Adults	14-18	8-14
Good of the type	Good	Good

Presenting Lily Mars—Metro-Goldwyn-Mayer. Direction, Norman Taurog. Booth Tarkington's well-known story has been excellently adapted to the screen. The parts are well cast, the music is pleasing, settings and costumes are elaborate, and direction is capable and sympathetic. The story is of a stage-struck young girl. Lily Mars of Indiana, who, hearing that a noted New York producer is visiting his mother in her home town, forces herself upon his attention in every conceivable way, hoping for a part in one of his plays. Most memorable is the beautiful family relationship in the Mars household, due principally to the charming personality of the understanding mother as played by Spring Byington. Cast: Judy Garland, Van Heflin, Fay Bainter, Richard Carlson, Spring Byington.

Adults	14-18	8-14
Excellent	Excellent	Excellent

It Ain't Hay—Universal. Direction, Erle C. Kenton. A diverting Abbott and Costello picture that brings many laughs through foolish, ridiculous situations. Cast: Bud Abbott, Lou Costello, Patsy O'Connor, Grace McDonald.

Adults	14-18	8-14
Diverting	Diverting	Amusing

FAMILY

Above Suspicion—Metro-Goldwyn-Mayer. Direction, Richard Thorpe. This excellently adapted cast, and directed version of the popular novel by Helen MacInnes is intensely interesting throughout. It tells of a young couple who are asked by the British Foreign Office to combine their honeymoon with a secret mission. As they travel through Southern Germany they are to search for a man who carries a secret formula wanted by the English government. By the use of musical scores and secret passwords they finally discover the man, but find that Gestapo agents have discovered them. Cast: Joan Crawford, Fred MacMurray, Conrad Veidt, Basil Rathbone, Reginald Owen.

Adults	14-18	8-14
Good	Good	Too exciting

Aerial Gunner—Paramount. Direction, William Pine. Formula in plot but well acted, and reassuring in that it shows the careful, step-by-step preparation our boys receive for combat

duty. Two flyers, enemies in civilian life and rivals in love, are brought together at the battle front and assigned to hazardous duty on the same bomber. Cast: Chester Morris, Richard Arlen, Lita Ward, Jimmy Lydon.

Adults	14-18	8-14
Fair	Fair	No

The Falcon Strikes Back—R. K. O.-Radio. Direction, Edward Dmytryk. A Falcon story of the usual type. As usual it is well planned and executed with interesting detail, although the plot offers little that is new. Lured by a pretty girl, the Falcon gets into trouble and is compelled to exercise his detective ability to prove himself innocent of a crime. Cast: Tom Conway, Harriet Hilliard, Jane Randolph, Edgar Kennedy.

Adults	14-18	8-14
Entertaining	Entertaining	Possibly

Next of Kin—Universal. Direction, Thoralf Dickenson. Typically British in its slow-action beginning, but absorbing in the unfolding of the plot, this war drama has a definite purpose. It points out that disaster and death may follow a few carelessly spoken words. A private, unthinkingly, lets fall a hint of a major move against a German submarine nest to a pretty dancer. Cast: Guy Guymas, Basil Sydney, Frederick Leister, Reginald Tate.

Adults	14-18	8-14
Excellent	Excellent	Mature

Pilot No. 5—Metro-Goldwyn-Mayer. Direction, George Sidney. A tragic and stirring drama of war. The acting is convincing, and the photography and settings are excellent. Six American pilots face certain death on a Jap-bombed Java airport. One man volunteers to attack the enemy aircraft carriers with the one remaining plane. Those left behind tell his life story, but each sees him in a different light. Cast: Franchot Tone, Marsha Hunt, Gene Kelly, Van Johnson.

Adults	14-18	8-14
Good	Good	Too tense

Salute for Three—Paramount. Direction, Ralph Murphy. Fairly entertaining comedy featuring an all-girl orchestra and a vocalist. The slight story concerns the efforts of a theatrical producer to bring about a romance, for publicity purposes, between a singer in his employ and a just-retired war hero. Cast: Betty Rhodes, MacDonald Carey, Marty May, Cliff Edwards.

Adults	14-18	8-14
Fair	Fair	Of little interest

Dr. Gillespie's Criminal Case—M-G-M. Director, Willis Goldbeck. This story, which carries on the series, has much variety of action, including exciting melodrama. It tells three stories: of the heroic struggle of Dr. Gillespie and his staff to bring a number of adorable little girls through an epidemic; of the patience and understanding treatment that build the morale of a wounded soldier until he learns to walk with artificial legs; and of the efforts of the crafty old doctor to prove to the prison board that a convicted murderer is insane. Cast: Lionel Barrymore, Van Johnson, Donna Reed, Keye Luke, John Craven, Wm. Lundigan, Walter Kingsford, Marylyn Maxwell, Michael Duane.

Adults	14-18	8-14
Good	Good	Mature

Spitfire—R. K. O.-Radio. Direction, Leslie Howard. An interesting, intense story of the skies told in a new way, with a tender love theme added. The acting and direction are of Leslie Howard's best. Excellent supporting cast. This is the history of English aviation and the life story of one of today's great men, R. J. Mitchell, designer of the Spitfire. Cast: Leslie Howard, David Niven, Rosamont John, Roland Culzer.

Adults	14-18	8-14
Excellent	Excellent	Tense

ADULT

Corregidor—Producers Releasing Corporation. Direction, William Nigh. The Japanese attack on the Philippines on Dec. 7, 1941, is the basis of this tense drama, and the action is divided between a triangle love affair and the desperate attempt of our boys to hold Corregidor. The knowledge of that tragic time and the ultimate surrender, perhaps more than the picture itself, make the viewing of it tense and heartbreaking. It shows the ceaseless pounding of the Japanese and the courage of our boys and of the doctors and nurses under fire. Cast: Otto Kruger, Elissa Landi, Donald Woods, Frank Jenks.

Adults	14-18	8-14
Interesting	Tense	Too Tense

The Leopard Man—R. K. O.-Radio. Direction, Jacques Tourneur. A morbid horror melodrama with a story of jealousy, poverty, and lust to kill, motivated by fear and superstition. The music, settings, and sound effects combine to create an atmosphere of tragedy and death. A leopard's escape from a cafe in New Orleans is followed by a series of brutal murders, the victims being young women. Cast: Dennis O'Keefe, Margo, Jean Brooks, Isabel Jewell.

Adults	14-18	8-14
Matter of taste	No	No

The More the Merrier—Columbia. Direction, George Stevens. Highly entertaining, sophisticated farce-comedy set in present-day Washington, D. C., with its many ridiculous situations given a delightfully amusing realism by the excellent life-like acting of Jean Arthur, Joel McCrea, and Charles Coburn. As a patriotic duty, a young woman decides to subrent half of her apartment. She returns home from work to find that an elderly man is her new tenant. When he, in turn, decides to rent half of his half to a personable young officer on secret duty, the situation becomes decidedly complicated. Cast: Jean Arthur, Joel McCrea, Charles Coburn, Richard Gaines.

Adults	14-18	8-14
Hilarious comedy	Sophisticated	Mature

Mr. Lucky—R. K. O.-Radio. Direction, H. C. Potter. An absorbingly interesting melodrama of gambling gangsters and war relief workers, but objectionable in that it condones criminal action and conduct. The well-photographed settings range from the waterfront through a Maryland mansion to a Greek church and back to the waterfront. The acting of the two leads is excellent, and they are ably supported by the cast. The story is of a New York gambler who tries to evade the draft by taking the name of a deceased Greek and participating in war relief activities. Cast: Cary Grant, Laraine Day, Charles Bickford, Gladys Cooper.

Adults	14-18	8-14
Interesting	Not recommended	No

The Ox-Bow Incident—Twentieth Century-Fox. Direction, William A. Willman. A stark tragedy set in Nevada in 1885. Adapted from the novel by the same title by Walter Van Tilburg Clark. The director sets the mood of foreboding tragedy in the opening scene and sustains it to its sinister climax. The photography and acting are in keeping with its other excellent production values. The theme is a plea that every man be given his trial in a court of law. A bloodthirsty mob grasp every shred of evidence to justify their hunger for the sadistic excitement of hanging three men. A study in mob psychology that will not be forgotten by those who see it. Cast: Henry Fonda, Dana Andrews, Harry Davenport.

Adults	14-18	8-14
Excellent	Yes	Mature and tragic

They Came to Blow Up America—Fox. Direction, Edward Ludwig. With plot suggested by the capture of eight saboteurs off our Eastern coast, this war drama is tense and suspense-filled. Told in flashback, much of the action takes place in Germany, where a German-born FBI man, having assumed the identity of a dead bund leader, is sent for special training in sabotage. His affairs are complicated by a girl underground worker with whom he falls in love. His training completed, he is placed in command of a group of saboteurs and returned to America in a submarine to execute the diabolical plans of the Nazis. Cast: George Sanders, Anna Sten, Ward Bond, Dennis Hoey.

Adults	14-18	8-14
Interesting	Possibly	No

INTERESTING SHORT SUBJECTS

Who's Superstitious?—M-G-M Short Subject. John Nesbitt "Passing Parade." This entertaining short subject pokes fun at people's superstitions and also reveals their origin. It tells a good mystery story of a ghost ship.
Good for family

Inca Gold—M-G-M Short Subject. A Carey Wilson "Miniature." A story spanning three centuries of greedy men's search for the hidden gold treasures of Peru, only to meet disaster. A worth-while addition to any program.
Family

COMMUNITY LIFE IN A DEMOCRACY*

Program Outline

(Based on Chapters XVII, XVIII, and XIX)

Dramatic Situation

"Mother," suddenly said young John Burton, looking up from the evening paper, "I wish you'd talk to Dad. Get him to let me get one of these war jobs. Practically every fellow I know has already got one."

"Surely that's an exaggeration, John. Most of the fellows you know go to school, don't they?"

"Some of 'em have jobs anyway. I know two of 'em that work an eight-hour day on top of school."

"Well, that's not good for them," Mrs. Burton declared firmly. "It stands to reason."

"Well, then—" John flung the paper restlessly aside. "Let me quit school. This is the only chance I'll ever get to make any money—"

Mrs. Burton laughed mildly. "You're only sixteen, John."

"Yes, and when I'm eighteen I'll be inducted, won't I? When am I going to earn any money if I don't earn it now?"

"When are you going to get any education, if you don't get it now?" countered his mother. "No, John, leaving school is out of the question. It's no use to ask your father that; you know what he'll say as well as I do. He wants you to look ahead farther than just a year or two. Such a change would affect your whole life—and not for the better."

Fundamental Questions and Problems

1. When boys of John Burton's age want to leave school for paid war work, is the problem one that concerns the family alone?

2. What are some methods of discovering the extent to which this desire prevails among the youth of the community? The extent to which it is being fulfilled at the cost of needed education? What type of survey best suits your own community?

3. What is the role of the P.T.A. in solving this problem? In educating public opinion in the community? What is your own P.T.A. doing to meet the situation?

4. How can the P.T.A. work with other community agencies and organizations toward a sound and comprehensive program of vocational guidance for youth?

True or False

1. It is important for a young person to take a long view from the beginning of his vocational life, in order to prevent waste of precious time and energy in settling to a permanent occupation.

2. Any job will do for a boy or girl from sixteen to eighteen; the only important thing is to obtain work experience.

3. The parent-teacher association is and should be deeply concerned with discovering the vocational needs of youth in the community and with helping to build a program of vocational guidance.

*Community Life in a Democracy, Florence C. Bingham, ed. Chicago: National Congress of Parents and Teachers, 1942. Price \$1.00.

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HOWARD V. FUNK is second vice-president of the National Congress of Parents and Teachers. As principal of the Bronxville Junior High School, New York, Mr. Funk has won wide acclaim for the originality and effectiveness of his work. Active and prominent in parent-teacher affairs, he brings to all his activities the seasoned point of view of an experienced educator, administrator, organizational leader, and parent.

ANNA H. HAYES, Publicity chairman of the National Congress of Parents and Teachers, is an associate editor of this Magazine. She has published a great number of educational articles in professional journals and is the author of a volume of poems, *Lure of the Trail*. Mrs. Hayes' long and fruitful experience in parent-teacher work is known to all readers of the *National Parent-Teacher*.

GERTRUDE FOLKS ZIMAND is Associate General Secretary of the National Child Labor Committee, with which she has been associated almost without intermission since her graduation from Vassar. During the first World War she served with the American Committee for the Devastated Regions of France and was decorated by the French government. She has written and spoken widely on child labor and related subjects.

LELAND FOSTER WOOD, well known as an important contributor to sociological and religious journals, has been secretary of the Committee on Marriage and the Home, Federal Council of Churches, since 1932. A clergyman and an ex-missionary, he is active in many national religious and ethical groups and is the author of numerous books in his field.

WILLARD E. GIVENS, executive secretary of the National Education Association, has a rich background of educational work ranging from teaching in rural schools to the superintendence of large systems. His administrative experience is equally extensive. Dr. Givens is the author of many articles appearing in both lay and professional publications.

MARGARET W. GERARD, M.D., is a psychiatrist of wide renown. She is a staff member of the Institute of Psychoanalysis and serves as consultant for many social welfare agencies. She also holds the position of lecturer in the Department of Social Service of the University of Chicago. Dr. Gerard's work with children is based on wide and varied experience and training both here and abroad.

BONARO W. OVERSTREET, one of the best-known regular contributors to the *National Parent-Teacher*, is distinguished in the several fields of literature, adult education, and public speaking. She is the author of several important books, among them *Brave Enough for Life* and the recently published *American Reasons*.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. O. C. Ufford, President, Colorado Congress, and Margaret Ward, Librarian, Main Library; Mrs. Walter M. Perry, President, Washington Congress; and Mrs. L. H. Gibbs, President, Florida Congress, and Mrs. Joe Mason, Publicity Chairman, Dade County Council.

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Study Courses for 1943

Beginning with the September issue, the *National Parent-Teacher* will present two new study courses in line with current problems. As is customary, one course will emphasize the preschool child and his training, and the other will deal with the life and activities of the family as a whole. Parent-teacher study groups are urged to plan now for inclusion of these courses in the year's program.

The Family's Stake in Freedom

Directed by Ralph H. Ojemann

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